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ABSTRACT

Case studies are used to illustrate issues in the identification of gifted and talented American Indian children and the development of appropriate programs that respond to individual needs and cultural values. Emphasis is placed on the identification of students who do not manifest their high intellectual and creative abilities in ways accepted or recognized by the dominant culture and who are therefore excluded from appropriate educational opportunities. Chapter 1 presents a definition of giftedness which places responsibility for identification of gifted children on the shoulders of the cultural community. Chapter 2 reviews checklists, observations, tests, and other indices used in the identification of gifted children and stresses the need for the use of a variety of identification measures used in combination. Selected identification measures are examined for cultural bias. Chapters 3 and 4 describe the Native American Gifted Program model including curriculum, culturally relevant activities, and development of the Native American Special Abilities Profile which identifies those abilities valued by the cultural community--Klallam and Suquamish families with children in the North Kitsap School District, Washington. Appendices define terms in gifted education and list 43 tests which have been used successfully to identify and evaluate gifted potential for American Indian students. (JHZ)

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A GUIDE TO UNDERSTANDING GIFTED AMERICAN INDIAN STUDENTS

by

Karlene R. George

Consultant in
Gifted Education

1987

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INTRODUCTION

In the life of a child, we who are parents, teachers, and friends are all "educators" in our own ways. As educators we must be committed to the philosophy that children have a right to an education which challenges them to fulfill their potential. For the child with a severe learning disability, this might mean learning to recognize home. For the child gifted in learning, this may mean applying the laws of physics to solve a community problem.

In order to work toward meeting a child's individual potential, we must expose that potential by assessing it and then support it in as many ways as possible. In this manner we can truly help all children grow from where they are to what they may become.

A reason for recognizing gifted children, besides our commitment to an educational philosophy (which has translated into a legal right in some states), should be the desire to contribute to the healthy mental state and happiness of the students we instruct. When a child is unable to pursue intensely and specialize in his or her area of interest or proficiency, the right to express "self" has been denied. Self-denial often precipitates low self-esteem. Participants to the Fourth World Conference on Gifted and Talented (1982) considered self-esteem to be of such importance that they devoted more than half of the presentations to discussions that related to this subject. Self-esteem was and continues to be a worldwide, cross-cultural concern.

In the regular public school classroom, an emphasis is placed on uniformity for many reasons. Uniformity appears to result in cost- and time-efficient classroom operations. A child is urged to conform. In the child's eyes, to be non-conforming or "different" is most often to be "wrong." But gifted children <u>are</u> different in the way they process information, perceive the world, and interact with others. Without proper guidance they begin to see themselves as "wrong."

If the gifted child is considered different in the regular classroom and adopts a negative self-value because of it, we might speculate that the gifted American Indian child in a classroom in which he/she is an ethnic minority might see himself/herself as "wrong" on the basis of two properties: giftedness and cultural diversity.* (It is assumed that this situation is less likely if gifted American Indian children attend a school in which they are the majority culture. In this case they would be different only from their non-gifted peers.)

American Indian children who attend public school with a majority of non-Indian students already know what it is to be different. Many times, they are required to conform to values that are not their own or are expected to be stimulated by class content that has little relevancy to their own culture and tradition. Many times, they are asked to comprehend information with which they have no previous experience by teachers who harbor negative feelings about their race and land affiliations. Gifted American Indian children, bearing these burdens in addition to differing from their peers both in culture and in learning ability, may develop a totally negative self-concept about who they are and what they can do. Unhappy and frustrated, they may become misfits who find only despair--regardless of the culture in which they choose to spend their lives.

Acknowledgement of their gifts by those who are important to them, as well as a personal realization of their individuality at an early age, enables children of any culture to become self-aware, accepting, and happy to develop their giftedness and talents. Thus, how the gifted child learns and develops is ultimately more important than what he learns or knows (Dishart, 1981). It is reasonable to assume that gifted programs designed for and by American Indian educators are able to

*"Cultural diversity" as used in this publication serves only to acknowledge cultures whose common languages, actions, beliefs, feelings, traditions, etc., differ from those of the dominant culture; the term does not imply a value judgment.

establish goals that do not conflict with values and to utilize gifts and talents as vehicles for developing all the capabilities of an individual so that he/she becomes a contributor enhancing the society in ways deemed appropriate and wholesome.

The operational definition of gifted and talented children that appears in the following section was selected for this handbook because it speaks to the cultural community--reservation or off-reservation. The definition states that gifted children consistently excel or show the potential to excel beyond their age group and the expectations of their cultural community.

One hopes that (a) the cultural community has expectations of excellence for its youth, (b) the cultural community has various measures by which it recognizes when a youth has exceeded these expectations, and (c) the cultural community is concerned with student potential to excel. However, these conditions may be still educational goals toward which a community is striving. There are many levels of awareness regarding the educational needs of children. It is also good to remember that a child has several "communities" of which the "cultural community," although contended here as the most important, is only one. There may be a "school community" of peers that is not defined culturally or a "church community" that is not culturally defined. The point is that although recognition of excellence may come from any of the other communities of which the child feels a part, it is the members of the cultural community--through whom the child identifies "self" and receives nurture, and consequently aspires to value and be valued by--that must acknowledge in a positive way the intellectual uniqueness of the gifted child. A cultural community that endeavors to recognize and support its gifted members in effect culturally "validates" their intellectual uniqueness.

Not only for the sake of the life of the child must this recognition occur, but for the future of the community whose growth reflects the collective quality of its individual members.

Each of us is a part of some "community" either as a family member, an age peer, an educator, or a cultural-community member. Do we have expectations of excellence for the youth with whom we are involved? Are we concerned about potential and supportive of effort? Are we open to new ideas?

This publication is intended to be a guide to enhance the affirmation of the above questions by presenting the reader with a perspective that is based on experience acquired as a teacher of gifted American Indian students and a consultant in the field, and on current research. The reader should be aware, however, that this is not a mainstreaming effort. Much of the work is original; all of it has been field-tested for verification within American Indian communities.

The reader will become acquainted with several gifted American Indian students for whom life changed dramatically and positively, because individuals recognized the uniqueness of their cognitive and affective strengths and encouraged the development of their special abilities. Their stories highlight three important elements in education for the gifted. These elements are considered in the first three chapters: Awareness, Identification, and Program. Chapter 4 presents an innovative model in American Indian gifted education with an example of a community-developed profile of traditional gifted descriptors. Appendix I contains terms used in gifted education. Appendix II is a list of tests which, when used in combination with other measures, have successfully determined and evaluated gifted potential for American Indian students, and Appendix III contains definitions of the five major operations of the intellect according to Meeker (1969).

Those of us who honor our roles as educators know that there are no definitive ends to understanding--only contributions to its continuation.

Definitions of Gifted and Talented

Central to the discussion of gifted and talented children from any culture is the definition by which they are identified, assessed, and evaluated.

Originally inspired by the gifted program proposal from the Navajo Boarding School in Tohatchi, New Mexico, and adapted for use in the Native American Gifted Program in Poulsbo, Washington, the following definition of giftedness shall be used in discussions of the American Indian student throughout this guide:

Gifted children shall be defined as those children who consistently excel, or consistently show potential to excel, beyond their age and the expectations of their cultural community in the following areas:

1. Cognitive, higher level thinking skills.
2. Creative and performing skills.
3. Social helping and leadership skills.
4. Those skills which the cultural community may deem important to the well-being of its members.

Because of these special skills, they need and can benefit from specially planned and developed educational services presented by qualified staff. This definition differs from others mentioned in this section by placing the responsibility for identification squarely on the shoulders of the cultural community (tribe, reservation community, off-reservation organization, etc.). The cultural community must determine its expectations in each of the areas given before it can determine whether or not a student has exceeded the expectations. While some students will occasionally excel beyond the cultural expectations, the definition states that the gifted child will consistently excel, or consistently show the potential to excel. The definition also recognizes that the cultural community may establish additional

guidelines to determine giftedness. There are areas of human endeavor that are important to particular cultural communities. These endeavors range from whale hunting to language retrieval.

Note that this concept of giftedness and its accompanying definition is not yet universally accepted. The need for such locally defined conceptions of giftedness has, however, become an issue in gifted education. Sanborn (1981), drawing from his 20 years of experience at the Research and Guidance Laboratory for Superior Students at the University of Wisconsin, wrote:

> Gifted and talented children are whoever we say they are. The terms "gifted" and "talented" seem to imply that the individual has some qualities that were inherent from birth. Although it may be true that certain potentialities are inborn, the things we look at to assess giftedness are not necessarily inborn capabilities. Instead, they are things we have decided to use as indices of inborn capabilities. They are arbitrary criteria. Methods of assessment may have logical or empirical histories, but the criteria themselves are arbitrary. Even when multiple criteria are used they do not cover the developmental possibilities that children have. Further, regardless of a child's potentialities, he or she will not be identified unless somehow those potentialities are expressed in ways that we value. (p. 43)

Renzulli (1978), writing in the Phi Delta Kappan, expressed it this way:

> In recent years the values issue has been largely resolved. There are very few educators who cling to a "straight IQ" or purely academic definition of giftedness. "Multiple talent" and "multiple criteria" are almost the bywords of the present day gifted student movement, and most educators would have little difficulty in accepting a definition that includes almost every area of human activity that manifests itself in a socially useful form. (p. 181)

If educators do, indeed, look at the socially useful forms of human activities in an effort to expand the original definitions of gifted and talented children, we might expect that a more equitable number of culturally diverse children in general and American Indian children, specifically, would be so identified.

The following definition of gifted and talented children appears in the Federal Gifted and Talented Children's Education Act of 1978 as published in the Federal Register, June 25, 1979:

> Sec. 902. For the purposes of this part, the term "gifted and talented children" means children and, wherever applicable, youth, who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capabilities, in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reason thereof, require services or activities not ordinarily provided by the school.

Although this federal definition of gifted and talented children is still accepted by many state education systems, the Gifted and Talented Children's Education Act of 1978 was repealed, and in 1981 the U.S. Office of Gifted and Talented was disbanded and replaced by one specialist within the Department of Education (Kitano, 1982). The majority of state education departments uses a definition based on the above federal guidelines.

Images of Giftedness

When the term "gifted" is applied to a student, people often interpret that to mean that the student must have a very high I.Q. and be a genius. The I.Q., or intelligence quotient, is derived by dividing a person's mental age--a score on the Stanford-Binet test compared with that of others in various age groups--by the person's chronological (real) age. Scores that are above 135 represent the top 1% of the population and are often considered as indicative of genius (Goleman, 1980).

There was a time when scores on standardized tests of intelligence were the only criteria for admitting a student to a gifted class. In recent years the I.Q. test has been exposed for what it is: a culturally dependent measure of an extremely narrow spectrum of human experience and understanding. The thinking process used to arrive at

the answers may additionally be affected by outside stimuli as well as the degree to which the test taker is creative. While no longer given the status that it once enjoyed, some form of standardized testing is still used in combination with other determining factors by most gifted programs.

Another common image associated with the gifted and talented student is that of the "front-runner"--the "go-getter" whose high intellectual ability demands that he or she strive to lead and succeed. This competitiveness may be true of some gifted students, but others may introvert their energies and interests. If they dislike school, they may develop such elaborate coping skills just to survive the educational system that their true "selves"--their accomplishments, abilities, interests--may never be exhibited (nor sought) in school. Only at home or in their community activities might the other set of values, social interaction, and self-expression be shared with others. Experience shows that this is particularly true of gifted American Indian children when they are the minority culture in an educational setting. Reports from teachers in "all-Indian schools" indicate that gifted American Indian students in these schools are more likely to let their giftedness "show."

Another image associated with the term gifted is that of the "child prodigy" who can sit down at the piano and perform a complicated musical solo. The gifted student may indeed have an intellectual ability that he/she has applied to academic studies, to the piano, to leadership, or to any of the skills mentioned in the definitions, or the gifted student may not display any of these outward behaviors that we have come to associate with aptitude or above-average ability. It is necessary for the educator to put aside preconceived ideas about the term gifted and think in terms of potential, in addition to productive accomplishment (Renzulli, 1978). The majority of parents and educators participating in gifted workshop activities indicate that the following descriptors fit their image of gifted children:

- Adapt easily to school at an early age.
- Like to achieve and do well; proud of report card.
- Have many interests and abilities at home and school.
- Participate in activities and show leadership skills.
- Use higher level thinking skills.
- Use words expressively from an early age.
- Function intellectually at or above age level.
- Function emotionally at or above age level.
- Are well liked by adults--especially teachers.
- Accept graciously the honors that come with accomplishment.

These are very good descriptors, and many Indian and non-Indian students have been identified using this list in addition to more formal assessment methods.

The gifted children described by the list have special needs which must be met if they are to fulfill their potential. They need to participate in creative and intellectually stimulating learning experiences to a degree equal with their learning abilities. They also need to understand their own learning processes and to modify their expectations of themselves and others accordingly. They need the guidance of special educators who can help them direct their abilities toward goals which they set for themselves.

The problem is, of course, that there are many, many more children who have an equally high level of intellectual ability, but for a variety of reasons, exhibit few of those sterling behaviors. These gifted children demonstrate behavior such as the following and create images that may not be associated with high intellectual or creative ability:

- Dislike and are bored with school.
- Achieve for personal goals and intrinsic values but shun awards, grades, recognition.
- Have interests and abilities which are "outside" the normal sphere of the home or school.

- Exhibit leadership skills which mobilize dissidents, revolutionaries, and unpopular causes; are seen as wild and silly.

- Use higher level thinking skills to create complexity in situations and with people, especially teachers or others in authority positions.

- Use expressively words which are often negatively colorful.

- Function cognitively at or above age level and seek others who are the same.

- Function emotionally at or above age level and respond more to feelings (affective stimuli) than to intellect (cognitive stimuli).

- Are not viewed positively by adults, especially those who are conforming and structured individuals.

- Resist being singled out for special honors or classes; prefer the appreciation of and association with friends or trusted adults.

Many school programs have opted to identify only the gifted children described by the first list who "behave as if they are gifted," in other words, those who conform to a model of high academic excellence and pursue goals that are valued by the society reflected in the school.

But what of the gifted children (identified in the second list of descriptors) who don't behave as if they are gifted? Why bother with them? As stated earlier, this publication represents the view that education, in association with the cultural community which sets standards of excellence and knows when its members exceed or show potential to exceed those standards, should enable a child to reach his or her individual intellectual and creative potentials. From this perspective, it is imperative that ALL gifted children be afforded opportunities for rewarding educational experiences that challenge them to reach beyond their learning plateaus. The gifted child who does not conform to the norm either because of choice, economic deprivation, cultural difference, or societal circumstance has educational rights and

specific educational needs, just as does the gifted child who is more readily and positively identified.

In the section that follows, Angel is an example of the gifted child who does not fit the "image" of a gifted child. It is necessary to concentrate on potential and reconsider our stereotype of the gifted child if she is to have a fair chance to reshape destructive patterns and nurture her intellectual and creative strengths.

Awareness of Gifted Potential — "Angel"

The director of a gifted program in a school district that serves two reservation areas sent out a checklist of gifted behaviors to teachers in the elementary school. Only two American Indian students were nominated for screening to determine their eligibility for the program which was to be based on language arts.

One teacher, however, sent back a sheet labeled "Background Information on Angel," a poem, and the following note:

> I have received the checklist for nominating students into the gifted program but I find it difficult to use with American Indian children because I don't see the behavior you listed. However, I have a hunch about one student. She has a surprisingly high score on the language arts section of the METRO (Metropolitan Test). I have also enclosed a poem she wrote and a little bit about her background. I'm probably way off, but could she be gifted?

The director was impressed by the poem from the fifth-grade girl and the interest expressed by the teacher (who had a reputation as an excellent educator). But Angel's behavior didn't seem to fit the usual pattern of achievement for gifted children. The director decided to look for manifestations of positive strengths and areas of high potential in Angel's behavior.

Would this child benefit from the special methods and strategies of a language arts gifted program? Check out your own gifted awareness. The poem, background information, and an analysis follow:

Angel's Poem

What difference would it make
If I died tomorrow
Or the next day?
You'd all come back to the funeral
To say goodbye.
Goodbye again.
Why should I die for that?
Can't you just come back
And say "hello"?

Background Information on Angel

Angel lives on the reservation with her 80-year-old grandmother who is partially disabled. Angel cares for her and does many household tasks when she comes home from school. She is 9 years old and in the fifth grade, Mr. Murdock's room, in an off-reservation Public School.

Angel is in danger of failing the fifth grade because of her poor math grades. Her best academic classes are art and language arts. Although she tested very high in language arts in the fourth grade all-school test, and is a very good speller, she rarely finishes her work in that class and so does not get good grades. With regularity the work that she does finish and turns in is superior. She writes poetry which Mr. M. found on her desk, but she never turned it in. He thought she had copied it from a book. She said she likes to write it for herself.

She often fights on the playground and has been in the principal's office several times so far this year. She claims that a few of the kids are picking on her younger cousins. The majority of other students seem to take her side and there have been several large free-for-alls on the playground.

The home has been contacted, but there is no one there to respond. Angel's mother is at a training school in California, her father is dead, and her two older sisters only visit her occasionally.

Angel's problems seem to be getting worse in that she has been very outspoken with her teacher and the principal says she has a "chip on her shoulder."

Analysis -- Angel

Rate yourself HIGH in gifted awareness if you were able to separate the facts from the negative circumstances and look for positive strengths and possibilities in Angel. Because Angel had only one high test score and did not appear to be an academic achiever, she had been passed over by previous programs seeking to discover excellence. Is there evidence of gifted potential?

She is 9 years old and in the fifth grade. That is young for fifth grade. Check records--was she skipped to a higher grade at any time? Because of high achievement? Or, is fifth grade work too hard for her?

She cares for herself and an 80-year-old elder. This must involve many tasks, decisions, and an organizational ability that would be beyond the capabilities of most 9-year-old children. She shows an above-average ability and resourcefulness.

She does not finish her school work but is capable of superior achievement in language arts. She may be physically tired. She may set such high goals for herself that when she is unable to produce the quality she wants because of pressures at home, she gives up. Check other classes such as math and social studies. Is she capable there, too? Is the work too hard or too easy? She may be bored. Has anyone counseled her?

Art is one of her best classes. What does best mean? She is talented? She finishes work? She enjoys the teacher? Find out more about her creativity.

She fights on the playground and incites others. Is she leading others? She is defending another. Maybe she's right! Frustration may be tied into her behavior; she is young, burdened with responsibilities, and perhaps unable to attain an academic level that she is capable of, thus making her susceptible to feelings of anger and frustration. What's the principal doing about the playground situation besides looking for a "chip"?

She writes poetry on her own, for herself, and it is good enough that the teacher thought it came from a book. She has a superior fourth-grade Metropolitan Test score in language arts. These two facts indicate an above-average interest and ability that should warrant a "high" rating for gifted

potential. When children write poems about death, someone should be listening!

Summary -- Awareness

Angel is a true example of a gifted child who entered a program which met her intellectual needs only because an individual had a "hunch" about her capabilities.

Despite opposition from the principal, Angel entered a gifted program. The director worked with tribal community health representatives, and home problems were reduced enough to allow Angel more opportunity to pursue her school work. Once skilled in identifying her feelings, she began to grow in her ability to express them. She won both poetry and art awards and combined these skills by pursuing advanced studies in videotaping. Using her talents gave her a self-awareness and confidence to meet other academic and personal challenges. She is now an expressive, independent young woman, and her articulate leadership is focused in a positive direction.

The director of the gifted program learned a valuable lesson from the experience with Angel: Nomination forms which list behavioral characteristics must be culturally relevant.

E. Paul Torrance (1977), author of the Torrance Test of Creative Thinking, identified a set of characteristics that exemplifies the strengths of culturally diverse students. The characteristics are called "creative positives." Our awareness of the quality, frequency, and style with which these characteristics are exhibited enable us to identify giftedness in the American Indian student. Had the director of the gifted program been familiar with the following Torrance list of creative positives, Angel's identification as a child with gifted potential would have been much easier.

Torrance's Creative Positives

1. Ability to express feelings and emotions.
2. Ability to improvise with commonplace materials and objects.
3. Articulateness in role playing, sociodrama, and story telling.
4. Enjoyment of and ability in visual arts, such as drawing, painting, and sculpture.
5. Enjoyment of and ability in creative movement, dance, dramatics, and so forth.
6. Enjoyment of and ability in music, rhythm, and so forth.
7. Use of expressive speech.
8. Fluency and flexibility in figural media.
9. Enjoyment of and skills in group activities, problem solving, and so forth.
10. Responsiveness to the concrete.
11. Responsiveness to the kinesthetic.
12. Expressiveness of gestures, body language, and so forth, and ability to interpret body language.
13. Humor.
14. Richness of imagery in informal language.
15. Originality of ideas in problem solving.
16. Problem centeredness or persistence in problem solving.
17. Emotional responsiveness.
18. Quickness of warm-up.

(p. 26)

This chapter has focused on awareness of the concept of giftedness. It is not a narrow concept of a particular human phenomenon, but is a broad concept that encompasses many descriptive behaviors. High-level intellectual and creative abilities--products of the cognitive and affective mind--exist in gifted children worldwide, but the manner in

which these abilities are manifested in behavior varies among some gifted children and is common among others. We must be open and aware in our approach to the identification process; otherwise, only the highly visible gifted child will be afforded special educational opportunities commensurate with ability.

IDENTIFICATION

How Do We Know Giftedness Exists?

Giftedness exists in individuals long before and, hopefully, after they attend formal school. It can develop over a lifetime or wither. Giftedness, as we shall see, is a combination of intellectual processes that results in thinking and behavior that is unique. The thinking and behavior may be "positively" unique, as in the case of an individual who contributes to society. Or it may be "negatively" unique as in the case of a master criminal. The results of giftedness depend upon its nurture, reinforcement, opportunity, etc. Leaders in the field of gifted education agree that a truly gifted person is not only intelligent and creative, but is equally committed to completing tasks. If these three characteristics are not proportionally distributed in the gifted person, that gifted person's potential may never be fulfilled. We've all met adults who are intelligent and creative, but are not committed to tasks (even to tasks they choose for themselves). Somehow they never quite "put it together" as far as abilities are concerned. Sometimes it appears that their talents have been wasted.

Identification of giftedness is a concern to educators because it may enable gifted individuals to attain their potential. Public schools cannot help develop giftedness if they cannot identify its existence. It is because of this concern for proper identification that most gifted programs use a wide variety and combination of assessment tools.

As noted earlier, it is even more difficult to identify gifted American Indian students, because most of the assessment tools are designed for and tested for use with students from the dominant society. This does not mean that the assessment tools can never be used by American Indian students or that American Indian students will always do poorly with them. It does mean that their validity is questionable--in other words, if a student should test "low," one cannot be sure if the score is a measure of the test or of the student.

Identification Methods Used in Gifted Programs

Most practitioners in the field strongly recommend that a combination of all the identification methods listed below be used to provide a database from which to assess each student. Look for patterns of high potential and exceptionality. These will represent the gifted students; their gifts shall determine program focus. Qualified persons who are trained in gifted education should make the final quantitative, impartial assessments.

Identification Methods

1. Standardized "tests" (suggestions in this section).
2. School district achievement or grade level tests.
3. Teacher nominations--by culturally appropriate checklists or questionnaires.
4. Parent nominations--by culturally appropriate checklists or questionnaires.
5. Peer nominations--by culturally appropriate checklists or questionnaires.
6. Self-nominations--by culturally appropriate checklists or questionnaires.
7. Community nominations--by culturally appropriate checklists or questionnaires.
8. Interviews by trained, qualified professionals.
9. Autobiographies.
10. Trained observer reports from problem-solving activities (e.g., art, science).
11. Product assessment from school and community activities or from specially designed test situations.
12. Community activity participation tally.
13. Community-based nomination checklist.
14. Spontaneous story-telling--recorded.

The following story of "Bart" illustrates the importance of using multiple assessment tools in the identification process. Bart was a master at using his giftedness to hide his giftedness.

Identification of Gifted Potential -- "Bart"

As a toddler Bart seemed to get into more mischief than any other child on the reservation. He not only took the knobs from the television, radio, drawers, and everything else, he also interchanged and replaced them. When the family went to the beach to dig clams, Bart busied his small self with collecting rocks of the same color and putting them in piles.

He finally began to talk when he was 3, and for that his parents were relieved--and then perplexed. Bart had apparently been listening for those first 3 years, because he talked constantly in complete sentences about a wide range of subjects. He asked questions that everyone felt uneasy answering like, "If the moon is strong enough to pull the water out of the bay, how come we don't have to go to the bathroom all the time?"

By the time he was 5, the answer to most of his questions was "Hush-up." His parents were embarrassed by him. Conservative and soft-spoken themselves, they saw behavior in Bart that they considered "wild" and termed his conversations as "silly, noisy, and scatter-brained." He was not spanked as he might have been in another home, but he was ignored.

Being isolated didn't seem to bother him as he used the time to teach himself to read. The family did not have many books, but they did have the daily newspaper whose pictures and headlines were a source of great interest to Bart. His mother was worried when she found out he could read, because she was afraid that somehow that ability would upset his natural progression through the grades. To her it was one more piece of evidence that she had a child who did not "fit in." In fact,

Bart "stuck out." To his mother, who was very shy herself, this was a threat.

The first grade in an off-reservation public school was a bore to Bart, but he cheerfully accepted it by helping all the other children in class to get answers, or to write, or read. For this generosity, which the teacher saw as dishonest, he was seated at the front of the room in a special desk. From that vantage point he found he could entertain the class with a wide repertoire of "faces."

Second grade was a torture. His concerned teacher and his worried parents combined efforts in a behavior-modification program designed to make Bart behave like the other children. Their efforts confused him for a while until he figured out that when he played according to their plan, it pleased his lovely teacher and she hugged him a lot. So he pretended to modify his behavior. That made everyone so happy that they left him alone.

By the time Bart reached the third grade, he was a silent, somber-eyed dreamer. His teachers described him as an "average," well-behaved, Native American student. His parents were glad that he had calmed down, liked to read, and played with his tools--out in the garage. His friends liked his quiet sense of humor and the fact that he could fix any of their toys that did not work any more.

Between the third and sixth grades, Bart practiced being "average." It was a terrible burden. He was withdrawn with adults and shy with children at school. All his activities centered on the reservation. When Bart was in the sixth grade, a special class was created for students who had a high interest in science and the ability to solve problems creatively.

Not one teacher nominated Bart on the "Teacher Checklist of Super 6th Grade Science Project." His parents did not nominate him on the "Parent Checklist" which came in the mail. But when the director collected the "Student-Peer Nomination Questionnaire" from all the sixth

graders, a few of his classmates and every sixth grade student from the reservation had submitted one name: Bart!

Analysis -- Bart

Let's pause in Bart's story for an analysis of the situation. We know that every action or behavior is a product of the brain's functioning. We "think" intellectually and then we "do." Even when the thoughts are not conscious and organized, the brain authorizes the action before it can take place. We can make a list of Bart's behavior and determine the general intellectual operations from which the behavior originated: cognition, memory, evaluation, convergent production, or divergent production (Guilford, 1967). Bart was constantly seeking information; he processed this information fluently and in an original and elaborative manner. He had a high concentration level and imagination that was manifested at an early age. The frequency and consistency with which Bart demonstrated these observable characteristics help identify Bart as a gifted child. An analysis of Bart's behavior by intellectual process follows:

Bart's Behavior	Intellectual Process
1. Took things apart and put them back together in a new way.	1. Convergent and divergent production, a part of creativity.
2. Collected and sorted rocks according to kind.	2. Visual acuity for shapes/ spatial relationships, discrimination and classification skills, cognition.
3. Questioned.	3. Curiosity, a need to know.
4. Talked about many subjects.	4. Willingness to exchange ideas and pursue new ideas, a <u>need</u> to do <u>this</u>, convergent production, memory.
5. Questions followed an "if-then" pattern.	5. Evaluative thinking, cognition of a concept and testing its generalization in another area.

6. Taught himself to read.	6. Organization and comprehension of visual symbols and auditory clues--all self-directed, cognition, evaluation.
7. Sought pictures in newspapers.	7. Curiosity, a need to know, challenge.
8. Helped others in classroom.	8. Risk-taking and evaluation skill, ability to reach out to others, perception skill--recognizing that others are in need, psychosocial caring.
9. Pretended to conform to the role expected of him.	9. Evaluation ability, judgment, convergent-production thinking in which answer is perceived from given information.
10. Was able to meet the academic standards relayed by the information given him by teachers and parents.	10. Convergent production from information given, psychosocial desire to please others.
11. Read a lot.	11. Fluency, cognition.
12. Used tools to fix things.	12. Convergent production, evaluation, memory.
13. Had a sense of humor.	13. Divergent thinking.

NOTE: All people use their intellect to process information. The people gifted and talented in some or many respects process more rapidly, cleverly, relevantly, accurately, intently, and willingly than other people of the same age, sex, and circumstance.

The Rest of Bart's Story

Once Bart had been nominated on the peer checklist, the directors of the Super Science Project began to look for more information about him. They put together bits and pieces of astounding data. Bart entered the program. At first he continued his usual pattern of letting others participate while he watched and thought. But the lure of the microscopes finally broke his resolve. Then he discovered that the teacher actually knew what he was talking about and that the other

children in the project had the same interests as he. That was a joy for him. His interest in science has carried through into high school where he gets straight A's in biology, earth science, and chemistry but maintains a C average in his other subjects.

The early years of pretending to be less capable than he was shaped Bart's personality and patterned his academic achievement. His science teachers are frustrated because they believe he could easily be a top scholar and go on to college, but Bart has his own mechanic shop in his garage at home and plans to make a business of it.

Some may ask, what good did it do to identify Bart and provide him with a special program? Wouldn't he have turned out just as well if he'd been left on his own? Two experts have answers for these questions. At the Fourth World Conference on Gifted and Talented Children held in Montreal, Canada, in 1981, the late Dr. Martin Dishart spoke of his experiences as a psychotherapist working with gifted children and their parents. As former Director of the Mid-Atlantic Regional Educational Laboratory in Canada, he was an internationally known educator and researcher. This is what he said about the gifted child who is left to "make it on his or her own":

> For mental health reasons also, gifted children need feedback to verify the reality of their perceptions, thoughts, reasoning, and creativity. If others respond to only parts of the gifted child's realities, it can cause more than merely boredom and turn off. At the very least the child will doubt or withdraw from that part of his reality to which others do not respond. He will treat his gifted capacities as unreal because they are like fantasies to which no one else responds...He will teach himself that reality is not what is tangible and real to him, but is rather what <u>other people</u> respond to....One lets die or kills that part of the self that others deny. It can affect mental health, lead to denial through alcohol or other drugs, or even cause mental illness (Dishart, pp. 29-30).

The other expert is Bart who wrote the following in response to my questions:

It's difficult to remember my first perceptions of the gifted class I was in at the Middle School except that prior to that class I thought I was really dumb! It seemed like every time I thought of answers in class, they came to me tied to another question or based on a preexisting condition. I could never give the answers in just one word like everyone else could. Sometimes the class would laugh if I talked about something I thought was extraordinarily interesting. I couldn't understand it. I decided I was weird. But in the Super Science Class things were different. We were encouraged to hypothesize, which I realized I had been doing all along. I learned a lot about myself in that little dinky room.

You asked me my goal, as if it were one entity. I have many goals, but the overall principle is to stay as happy as I am now. I enjoy my work and I serve a real need which the tribe has right now for maintaining the boats. I have my hobbies and friends.

Checklists, Observations, Tests, and Other Indices

Checklists

When parents live day-to-day with a child who "excels beyond their expectations" it can be puzzling, exasperating, and even a bit threatening. Parents of gifted children may love them but give up trying to understand them. This is especially true if the parents don't realize that their child is unique in a manner that can have a positive impact on the child's future as well as on those within his/her culture or society. Bart's parents are a case in point. One of the questions that intrigues us about Bart is: Why didn't his parents return the checklist that might have given the gifted class teacher a clue that Bart had special ability and should be included in the Super 6th Grade Science Project?

A teacher with gifted children in the classroom may find that they challenge at inappropriate times, make giant leaps of logic that go off the edge of the lesson plan, and never want to focus on what the rest of the class is doing. Had Bart become so introverted that he never displayed any of these characteristics? Why didn't the teacher nominate Bart using the checklist for teachers?

And finally, what do kids know about kids that we adults don't know? The answer to that, of course, is everything. However, the student-peer checklist was worded in such a way that the students were able to relate the questions to Bart. Why was this checklist effective?

The parent, teacher, and peer checklists that were used in the Super 6th Grade Science Project and an analysis of their effectiveness follow on the next pages.

It is good to remember that checklists indicate behaviors that are usually the result of high-level intellectual operations. The only way that a teacher of gifted students can determine whether or not the behaviors are relevant to a culture other than that of the dominant society (in which most checklists are developed) is to submit the checklist to a panel or committee from that culture. It may be that a separate checklist can be developed that will describe behaviors based on the same gifted intellect, but that will more closely describe an American Indian child who excels. (See the profile in Chapter 4, Innovation, for an example.)

Checklists, however common, are (or should be) only one of the identification tools used to find the gifted child and establish the child's entry level for a gifted program. The entry level must be established before a child begins a program if individual needs are to be met and sound evaluation practices are to be followed.

The Super 6th Grade Science Project

CHECKLIST FOR TEACHERS*

Teachers: Please examine these characteristics which research studies report are indices of high potential for creative problem solving and science - and submit the names of those students whom you have observed exhibit these behaviors. Thank you. Brown

1. A prolonged and highly motivated interest in science as evidenced by avid reading, projects, collections, intense questioning, and curiosity.

2. Adept at divergent thinking; suggests alternative methods for performing tasks and solving problems.

3. Wide range of interests.

4. Inquisitive; asks "why?"

5. Very observant; looks at things closely.

6. Ability to hypothesize and infer.

7. Tells imaginative stories; thinks of other ways to end stories.

8. Self-confident.

9. Self-disciplined.

10. Tends to dominate; rather assertive.

11. Impatient.

12. Uses advanced verbal expressions.

13. Able to show relationships between apparently unrelated ideas; doesn't see what most people "take for granted."

14. Tends to work individually rather than in groups.

15. Rather blunt in appraisals; doesn't "beat around the bush."

16. Eager to take a chance; does new things; risk oriented.

17. Maturity in his/her sense of humor.

*This is the teacher checklist that did not identify Bart. Can you see why?

The Super 6th Grade Science Project

CHECKLIST FOR PARENTS*

Family Activities

Yes	No		
___	___	1.	Do you actively participate in activities of scientific discovery with your child?
___	___	2.	Do you take your child to places which are science resource areas (planetariums, zoos, parks, labs, etc.)?
___	___	3.	Do you encourage your child to make collections and investigate in scientific topics?
___	___	4.	Do you aid your child in working on simple science experiments?
___	___	5.	Have you made an effort to take the child to see something he/she has been studying about in science?
___	___	6.	Do you acquire science oriented books for the child?
___	___	7.	Do you encourage selection of good science oriented programs on TV for your child?

Home Environment

___	___	8.	Does your child have his/her own science books and bookshelf space?
___	___	9.	Does your child enjoy fixing, building, and trying new things?
___	___	10.	Have you made an effort to instill a positive appreciation of living plants and animals in your child?
___	___	11.	Have you made simple and durable science equipment available to your child?
___	___	12.	Does your child enjoy puzzles, riddles, and other "brain testing" type exercises and games?

*This is the parent checklist that did not identify Bart.
Can you see why?

The Super 6th Grade Science Project

STUDENT-PEER NOMINATION QUESTIONNAIRE*

WE NEED YOUR HELP! The sixth grade Science Prep class is an opportunity for students with special interest in science to explore areas that are not in the regular program. Please help us find these students by answering the questions below about fifth or sixth grade students only:

1. Who do you know that has an organized collection of things (rocks, matchbooks, etc.)?

   Names:

2. Who do you know that reads a lot about things that are factual-nonfiction?

   Names:

3. Who do you know that can name more than a few stars, plants, chemicals, machine parts?

   Names:

4. Who do you know that can take machinery, engines, or motors apart and put them back together and likes to do it!?

   Names:

5. Who do you know that likes to fix things?

   Names:

6. Who do you know that you and other people go to when they need answers to problems or need information quickly?

   Names:

7. Who do you know that may be shy or quiet in a group but really knows a lot about a lot of things when you talk to them by themselves?

   Names:

8. Who do you know that is enthusiastic and excited when they discover a new idea or new information?

   Names:

9. Who do you know that asks a lot of questions of adults that are working? Such as the janitor, the mailperson, and so on?

   Names:

10. Who do you know that invents things--by building them or drawing them?

    Names:

*This checklist did identify Bart. Why?

Why didn't the super 6th grade science project checklists for teachers and parents work?

Well, they probably did work to identify some students, but not for a little Indian boy named Bart. Careful screening of the questions by a committee of Indian parents and others knowledgeable of the culture would have led to teacher and parent checklists appropriate for all the students. Below are specific reasons for the failure of the checklists to identify Bart as suggested by teachers and parents at a gifted workshop in Crow Agency, Montana:

1. Some reasons why the teachers didn't nominate Bart:

   A. By the time he was in the sixth grade, Bart was not willing to risk showing his true creativity and interests.

   B. The teacher was willing to accept him as he presented himself because he was not any trouble and perhaps fit the stereotype of a "passive Indian child"; the teacher didn't seek to know him.

   C. The traits numbered 8, 10, 11, and 15 on the teacher checklist all suggest qualities of extroversion and assertiveness that Bart did not display at school. (And probably not at home either. They may be culturally inappropriate in some tribal areas.)

   D. The teacher was directed by the checklist to nominate students who displayed high verbal interaction with the teacher; Bart just did his work quietly. The teacher actually may have thought Bart was stupid.

2. Some reasons why Bart's parents might not have returned the checklist:

   A. If it was sent through the mail and looked official, they may not have opened it, or they may not have received it at all. There should have been a follow-up mailing, call, or visit.

   B. The questions are geared to middle- or high-income families who can afford "science equipment," to parents who can aid a child in simple science experiments, and to parents who live close enough to zoos, labs, etc., to take the child.

C. The yes-no format means that after three or four "no's," for the above reasons, the parent is humiliated, "put down," or made to feel guilty by a piece of paper! Most people would stop filling out the checklist.

D. Bart's parents didn't even do the things that are inexpensive such as encouraging him, participating with him, or showing interest in his activities. Thus, they could not answer the questions about him.

3. Some reasons why the Student-Peer Questionnaire discovered Bart:

A. Most of the questions indicate activities that go on at home or in communities rather than at school.

B. There are some things about kids that kids are more apt to know than are teachers or parents such as who to go to for a quick, right answer; who has a collection of something; or who knows a lot as revealed in private conversation.

C. Native American Indian students often learn to fix things early in life--motors, appliances, etc.

D. The students from the reservation may have greater opportunity to be around adults who are working either outdoors or indoors at some activity. There's always some kid who "hangs around" and watches the activity if he or she is too young to participate. Other kids notice and remember the curious child.

Observations

Is it possible for a gifted program and an Indian Education program to work together and develop a checklist which is culturally relevant to the particular tribe and also identifies a child who is gifted in a particular content area? Certainly. The Raven Circle Project, Bismarck, North Dakota; The Duluth Indian Education Project, Minnesota; and the Native American Gifted Project, Poulsbo, Washington, are examples of past programs that have developed such checklists successfully. (See Chapter 4, Innovation, for a detailed description of the Native American Gifted Project.)

The observations that follow were compiled after observing gifted American Indian children in programs within three states. Whether or not they are universal to American Indian children within the United States is the subject of further research. Observations that are accurate descriptions of gifted American Indian children can be used in checklists with examples of how the behavior might be manifested locally. For example, in the following list, the first item was evident in Bart's behavior when he gave his classmates the answers and tried to show them how to read. Culturally, he was doing what was appropriate in his tribe when one has a gift and others do not. In checklist form this observable trait might be written:

1. Consistently exhibits willingness to share knowledge or instruct others; shares and facilitates learning.

   OBSERVATIONS: Factors in the behavior of gifted Native American students consistent across a three-state area.

A. Affective

1. Cross-age caring; loyalty to friends, enjoyment of respected adults.

2. Willingness to share, making group process a positive one.

3. Personal themes centered on "transformation"--many things are possible; imagination and wonder.

4. Strong sense of worth and self within family and tribe which enables acquisition of goals for self and others.

5. High humor; a psychosocial interaction reserved for friends.

6. Truthfulness; an honesty and clarity of perception.

7. Appropriate use of intuition.

B. Cognitive

1. Use of personifications, metaphors, cultural symbols.

2. Ability to dramatize, perform musically, and dance.

3. Divergent-production thinking skill; creativity.

4. Solutions to visual, perceptive art problems; spatial awareness.

5. Touch used to concretize and make observations.

6. Mathematics/spelling, high memory, and symbol skills.

7. High auditory and visual memory.

8. Ability to construct, build, or solve mechanical problems through a hands-on process.

Tests

The majority of gifted programs, especially in small school districts where funding for gifted education may not be a high priority because of the small number of students involved, use scores from state-mandated achievement tests when compiling information with which to identify gifted students. The most common scores cited are from those tests that have forms for all grade levels: California Achievement Tests, Metropolitan Achievement Tests, and Iowa Tests of Basic Skills are names familiar to most educators. (See Appendix II, Tests, Surveys, and Other Measures Used in Gifted Education.)

Test results are reported in scores that show achievement in content areas such as reading, math, language arts, and so on. Many gifted programs consider scores that are two grade levels above the testee's actual grade level to indicate a special ability in content areas.

Intelligence tests may be designed for individuals or groups. The former are given according to the age of the child; the latter according to grade. Examples of intelligence tests are the Stanford-Binet Intelligence Scale (most appropriate for highly verbal English-speaking children), the Wechsler Intelligence Scale for Children (Revised), and the California Test of Mental Maturity.

There are many kinds of tests besides achievement and intelligence tests which can aid educators in identifying giftedness. Some are more appropriate for older children, such as aptitude tests. Some identify students with high levels of divergent-production thinking. These are the creativity tests such as the Torrance Tests of Creative Thinking which emphasize verbal and figural forms. The Structure of Intellect Learning Abilities Test also scores divergent-production as part of a total battery based on Guilford's Structure of Intellect factors (1967).

As gifted programs are currently focusing on the gifted child's need for self-esteem and self-awareness, self-concept tests have become increasingly important. The Piers-Harris Children's Self Concept Scale, Coopersmith's Self Esteem Inventory, and Williams' How Do You Really Feel About Yourself? are a few examples.

Left-right brain research has led to tests such as The Kaufman Sequential, Torrance/Kolb's 4 Mat Survey Battery, and Gregorac's Transaction Ability Inventory.

Statistics from gifted/talented programs tell us that fewer ethnically/culturally diverse students are identified as gifted than are students of the dominant society. This discrepancy may be because formal test instruments are culturally biased in favor of students from or integrated with the mainstream of the dominant society. Efforts have been made to devise measures which are "culture free." Among these efforts are such tests as the Goodenough-Harris Drawing Test (Draw-A-Man-Test) and Culture Fair Intelligence Test. Some tests, because their structural emphasis is not on the use of language, have been found to be very reliable with culturally diverse students. The Alpha Biographical Inventory, the Structure of Intellect (SOI), and the Kaufman Sequential are examples of such tests.

A teacher with a test manual can administer some tests, but many tests require that the tester be trained and/or certified by the test companies or originators. The services of a clinical psychologist are required to administer others.

It is possible for a teacher or parent to misinterpret standard test scores. The Indian student's intellectual operations that may not be reflected in achievement scores may often escape the teacher's or parent's notice. Professionally interpreted test scores with high and low scoring areas noted should be added to the student's "file" as support data. If they are to be used in initial screening, the results can be assigned a numerical weighting factor that can be figured in along with other weighted data. The example on the next page comes from a gifted program in Montana and is the result not only of a concerned administration, but also of thoughtful input from teachers and parents, both Indian and non-Indian.

In the Identification Matrix example, every effort is made to assure that screening for the gifted/talented program is "culturally fair." Six measures are used to determine eligibility for the program: parent, teacher, and student checklists and three standard tests. The scores are entered on a matrix and points are given accordingly. The columns are added, and if the final score is 28 or more, a student is considered eligible. In addition, if the matrix score is within a standard error of measurement below the eligibility score, parents and student are notified that an interview with the student, and/or other evidence, will be welcome to support the student's eligibility. Regardless of the score, parents and student may challenge the decision by providing more evidence that will then be considered by a committee composed of the program administrator, an identification specialist, a principal, and a teacher involved in the gifted program.

GIFTED/TALENTED PROGRAM

IDENTIFICATION MATRIX

Student's Name: _____ Date: _____

Teacher's Name: _____ Grade: _____

	1	2	3	4	5
Intellectual Ability					
1. Individual IQ Tests and/or Achievement Test	-109	110-119	120-129	130-139	140+
2. Composite Reading	-88%	89-91%	92-94%	95-97%	98%+
3. Composite Math	-88%	89-91%	92-94%	95-97%	98%+
Creative Ability					
1. Parent Form (35) Items #7-10, 14-16	-19.7	19.8-25.2	25.3-30.7	30.8-36.2	36.3+
2. Self Form (65) Items #8-20	-41.3	41.4-48.4	48.5-55.5	55.6-62.6	62.7+
3. Teacher Form #2 Items #6-11, 16, 17	-18.0	18.1-23.3	23.4-28.6	28.7-33.9	34.0+
Task Commitment					
1. Parent Form (15) Items #3, 7, 17	-9.2	9.3-10.9	11-12.6	12.7-14.3	14.4+
2. Self Form (35) Items #5, 8, 10, 19, 21, 23, 24	-21.0	21.1-25.5	25.6-30	30.1-34.5	34.6+
3. Teacher Form #2 (15) Items #8, 12, 22	-7.6	7.7-10	10.1-12.4	12.5-14.8	14.9+
TOTAL PER COLUMN					

SCORING GUIDE: COMPOSITE SCORE: _____

1	2	3	4	5
-21.9	22-25.8	25.9-29.7	29.8-33.6	33.7+

The most successful tests for assessing cognitive potential in gifted American Indian children will be those that contain measures of fluency, flexibility, originality, and elaboration without relying on language patterns more common to the dominant culture/society for validity. Such measures may include the following figural, symbolic, and verbal elements:

- Oral Vocabulary: Student names objects or actions, identifies objects when given their use.
- Relational Concepts: Student identifies objects by size, position, and quantity.
- Classification: Student classifies and categorizes objects.
- Quantitative Concepts: Student demonstrates ability to deal with quantitative relationships and concepts.
- Writing Words: Student writes many different synonyms for given words.
- Picture Decoration: Student decorates simple pictures.
- License Plate Words: Student writes as many words as possible with certain literal qualities.
- Figure Classification: Student identifies common elements.
- Figure Analogies: Student discovers relationships among elements.
- Figure Synthesis: Student organizes separate pieces into a whole.

Other Indicators of Giftedness

Besides standardized tests and checklists, many programs use products and processes as revealed in controlled settings to assess a student's level of intellectual operation and cognitive potential.

For example, students might be asked to write a short story and poem within a prescribed time period. Their samples will then be rated

for specific skills by a trained team of language arts educators. The example on the next page is a sample rating sheet.

The controlled method has been used not only with written language arts but also with art and storytelling. In the two latter cases, the rater looks at and/or listens to the process which the student uses (self-start, use of materials, choice of subjects, detail, depth, etc.) as well as the product. In each case, the determining factor for giftedness is the evidence of high potential.

Summary -- Identification

In this chapter we have examined a variety of identification measures to be used in combination for the purpose of assuring that students such as Bart will be identified as gifted. If recognized during the formative years and presented with instructional methods and curriculum materials appropriate for learning style (which involves specific interest and rate of intellectual processing of information), the gifted American Indian child is more likely to respond positively to education and avail himself or herself of the opportunities that it has to offer. Furthermore, the acquired knowledge of self can contribute to personal growth and directed productivity within the natural or adopted culture.

Identification, however, is only one of the legs of the triad of Awareness, Identification, and Program. All over the United States, educators ask themselves why more identified, gifted American Indian students drop out of well-established gifted programs than do their non-Indian peers. The issue is one of relevancy, not race.

The next chapter will consider the role of programming in meeting specific needs of individual students.

RATING SHEET

For Screening Language Art Samples

Student: _____ School: _____

Category	Skill Areas	Rating 1 low ---- 5 high				
Short Story	Word Expansion	1	2	3	4	5
	Sentence Order	1	2	3	4	5
	Imagery	1	2	3	4	5
	Setting	1	2	3	4	5
	Characterization (Physical & Personality Traits)	1	2	3	4	5
	Plot Development	1	2	3	4	5
	Use of Dialogue	1	2	3	4	5
	Flexibility	1	2	3	4	5
	Originality	1	2	3	4	5
	Elaboration	1	2	3	4	5
	Fluency	1	2	3	4	5
	Type of Narrative Used	1	2	3	4	5
Poetry	Format	1	2	3	4	5
	Word Expansion (Fluency)	1	2	3	4	5
	Imagery	1	2	3	4	5
	Development of Mood (Feeling)	1	2	3	4	5
	Flexibility	1	2	3	4	5
	Fluency	1	2	3	4	5
	Originality	1	2	3	4	5
	Elaboration	1	2	3	4	5
	Understanding of Type of Poetry Used	1	2	3	4	5
Additional Skills Evaluated	Punctuation	1	2	3	4	5
	Grammar	1	2	3	4	5
	Capitalization	1	2	3	4	5
	Depth of Level of Thinking (Analysis, Synthesis, and Evaluation)	1	2	3	4	5
	Organization of Thoughts	1	2	3	4	5

N.D.N., Project Success Enrichment, T.E.N. Corp. TOTAL _____

Meeting the Needs of the Gifted American Indian Student Through a Unified Plan and Flexible Program -- "David and Bear"

For each identified population of gifted students, the particular needs of individuals should be determined. One student may need practice in working with a group in a cooperative effort. Another may need to defer group activities and try an independent project. A flexible program, built around real people with real, observable needs, can be developed as easily as an inflexible program which seeks to meet the needs of its own schematic being.

David and Bear were both victims of poor programming but in different ways. Their story illustrates a subtle menace often present in cross-cultural gifted education: the GIFTED mainstream! American Indian students plucked from one mainstreaming effort and thrust into another may rightly question if the move is worth it. It is up to knowledgeable parent- and teacher-educators to see that it is. David and Bear's story follows:

DAVID AND BEAR

David and Bear were cousins. They were the same age and spent the first 8 years of their lives growing up together on a large reservation in the Pacific Northwest. Then David's parents moved to northern California. It took quite a while for David to adjust to all the changes in his life, but he did.

David was identified for a gifted program when he was 11 years old. He was identified by an intelligence test which indicated that he had a superior I.Q. and by daily school work. He had always "done well" in school, so his parents were not particularly surprised, and they were pleased that he was to have some special classes.

About this time, Bear and his parents moved to the same city as David's family, because there was an opening for a welder at the place

where David's father worked. The boys were very happy to be with one another again.

Bear was also tested and found to have a high intelligence quotient, so he too was eligible for the gifted program. His parents didn't quite understand what it was, but they said he could join if he wanted to: It was a "good deal" according to David. In the gifted program, they played strategy games, had visiting experts, got to do reports on interesting subjects, debated issues, and were able to attend advanced courses of their choice.

Bear was miserable! He hated the strategy games, disliked the aggressive kids, was puzzled by brainstorming, thought the experts talked too fast, could not find the resources for his reports, and choked up defending his position on a subject. And, he never had any time to practice basketball--which was his favorite sport.

The teacher tried to talk to him but was unsuccessful. Bear became surly when he did communicate, but most of the time he was silent and withdrawn. David tried to help his cousin in class but felt confused and hurt when he was rebuffed.

The teachers in the program were perplexed. "It's too bad that Tom (they insisted upon calling him by his other name) couldn't be more like his cousin, David," they said. "He has the same intellectual potential, and they're from the same tribe!"

Finally Bear quit the class, so David did, too, reluctantly. A year later, Bear moved back to the Northwest and David reapplied for the gifted program.

Analysis -- David and Bear

If you were the visiting consultants called upon by the gifted program teachers to figure out what was "wrong" with Bear (and with David, also, because he was doing splendidly and yet he dropped out), what conclusions would you draw?

The golden rule in gifted education is: Treat each child as an individual and enable him/her to know and use personal affective/cognitive strengths--his or her gifts and talents. We have to look at every behavior and determine its underlying positive strength. What did David and Bear have going for them? How did the program utilize and build on their strengths? An analysis addresses these questions:

David	Bear	The Program
Positive first 8 years of life.	Positive first 8 years of life.	Little or no parent contact.
Bi-cultural adaption over 1 to 3 years to a difficult move.	Strong traditional cultural perspective; willing to try other perspectives but not willing to sacrifice sense of self exemplified in his name.	Academic achievement oriented.
Strong cultural kinship patterns of caring, sharing, and loyalty.	Self-esteem supported by parents who expect him to make good decisions without their input; support his willingness to try.	Identification tools based on achievement only.
Self-esteem and image as a competent, competitive academic achiever; supported in this view by parents who set expectations congruent with school's.	Self-knowledge of own values, rewards, interests, verbal pace.	Content skills through competitive interaction strategies.
Confident use of abilities; verbal interaction, research skill, individual competition.	Team competition valued over individual competition.	Basic research skills assumed of students.
Courage to be loyal.	Courage not to conform.	Homogeneity of learning style and academic achievement--values assumed.
		Variety of activities, materials, and acceleration methods for group goals.

It is obvious that the program was more likely to meet the needs of students with a societal perspective, learning style, and skills similar to David's. There was nothing "wrong" with Bear. He made a wise decision--this program was not right for him and could have done more harm than good. It was David who had a problem. He was torn between support for his cousin and a desire to continue in the program. The program did not serve him well, in the final analysis, as it did not provide a counseling function to help him understand his conflict. It did not serve Bear at all because of its narrow focus.

Models in Gifted Education

A gifted education model is a philosophically based scheme or educational plan encompassing identification procedures, program components, and evaluation.

The model may be based on a theory of intelligence (Meeker's Structure of Intellect, 1969); cognitive and affective behaviors (Williams' Cube, 1970); multiple talent development (Taylor's Totem Pole, 1974); or the interaction of creativity, intelligence, and task commitment (Renzulli's Triad, 1971).

There are many models in gifted education that may be adapted for and combined with locally devised plans. Most programs adopt a major model and purchase its materials or adapt them to the particular needs of the student. Populations of gifted American Indian students will not be the same from tribe to tribe. There are cultural subtleties that vary among geographic areas, language stocks, and internal tribal organizations. There may, however, be some universal needs. Such needs can only be determined as each gifted education committee, comprised of local parents and gifted program staff, compares ideas from other programs and composes its own outline of its students' needs.

On the following page is a list of needs of gifted American Indian students from two tribes in Washington State observed by the author. The observed needs were used to develop the Native American Gifted (NAG) Model in 1980 and, subsequently, a program that successfully met the

NATIVE AMERICAN GIFTED--FACTORS IN PROGRAM DEVELOPMENT
(based on observations by K. R. George)

I. The special needs of the gifted/talented Native American Student:

A. Affective

1. An atmosphere that is positive, safe, and free from embarrassment; trustworthy instructor--facilitator.

2. "Visions time"; planned, scheduled thinking time.

3. Awareness of positive qualities and abilities in self.

4. Opportunities for service, fulfilling tribal traditions and achieving a sense of personal worth.

5. Analysis, synthesis, evaluation; examination of tribal, family, and self-values and traditions.

6. Emotional consistency; anxiety-free peer interaction.

7. Appropriate recognition (public/private) of products/processes.

B. Cognitive

1. Variety of hands-on, visual "links" to ideas and concepts, concrete to abstract; right brain processing.

2. Systematic training in brainstorming, problem solving, projection, and other fluency techniques.

3. Practice in evaluating, sequencing, and interpreting.

4. Regularly scheduled opportunities for divergent thinking, application of creativity, and use of imagination skills.

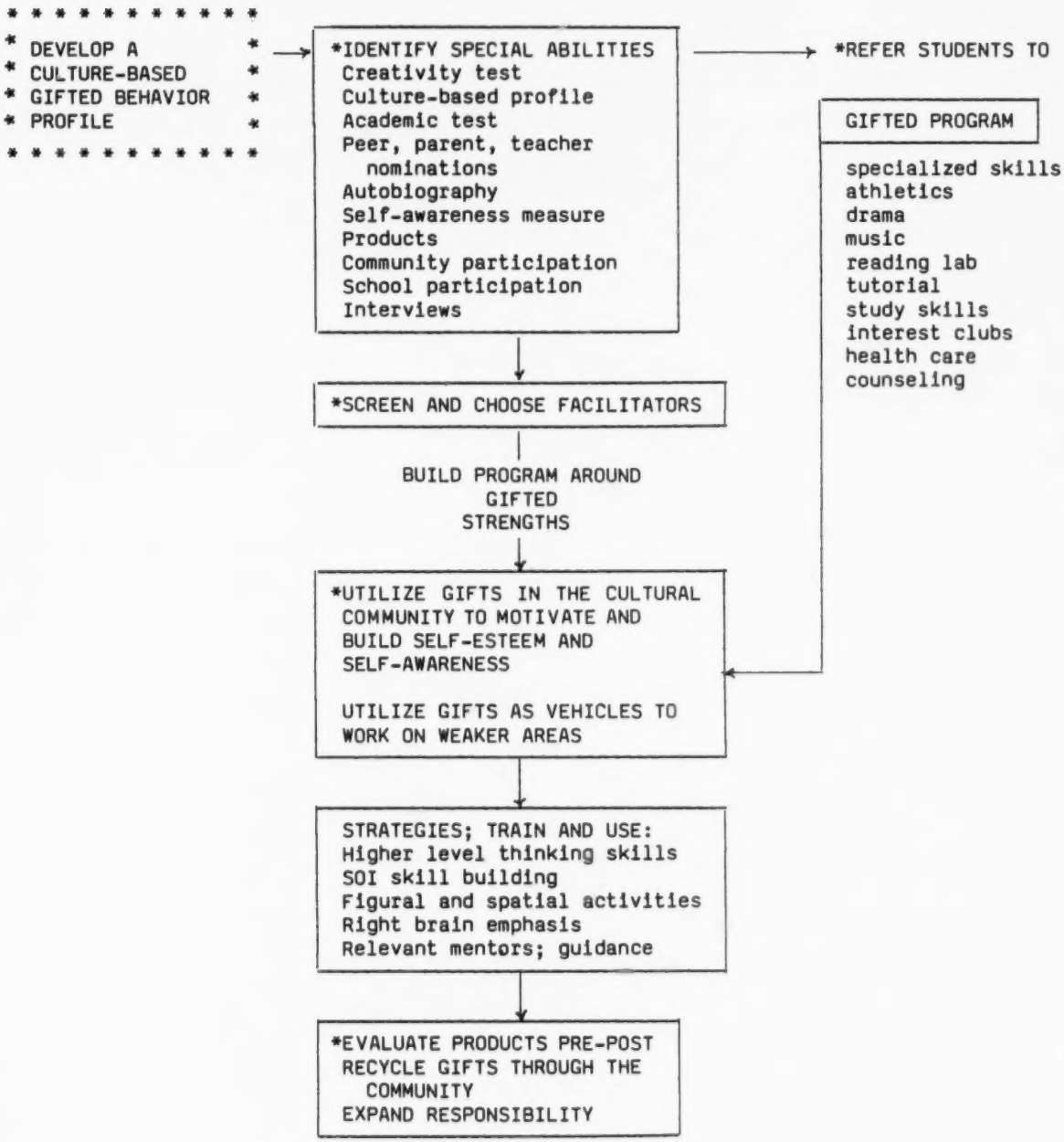
5. Synthesis of ability with real-life problems; relevancy.

6. Recognition of cultural validity; reinforced cultural-positives.

needs. Because the two Washington State tribes were concerned about preserving their traditional ways and did not fully accept the concept of giftedness as defined by behavior they had witnessed in prior gifted programs, a committee was formed to work with the program director to develop a "profile" of a gifted person (pages 71-72). This profile became one of the identification tools listed in the first block on the model (next page). Moving left to right on the model, the reader may note that each student, grades 1-12, on the 2 reservations was screened through the identification process, because it seemed important that educators know the status of the learning ability of every student. Still moving to the right on the model, we see that all students were referred. Three percent went into the gifted program; others were targeted for specific talent areas, interest clubs, large group study skills classes, learning disabled class, and regular classroom tutoring.

After needs are determined for each student, the model or plan calls for the screening and selection of the "facilitators," or teachers using input from a parental advisory committee. The next three boxes on the NAG Model address the program: its focus, the basic types of activities, and the methods of evaluation to determine if the gifted program is making a positive difference in the students' lives. The model does not deal with the internal organization of the program which involves the type of grouping, time of day, environment, etc. These are program options which will be discussed next.

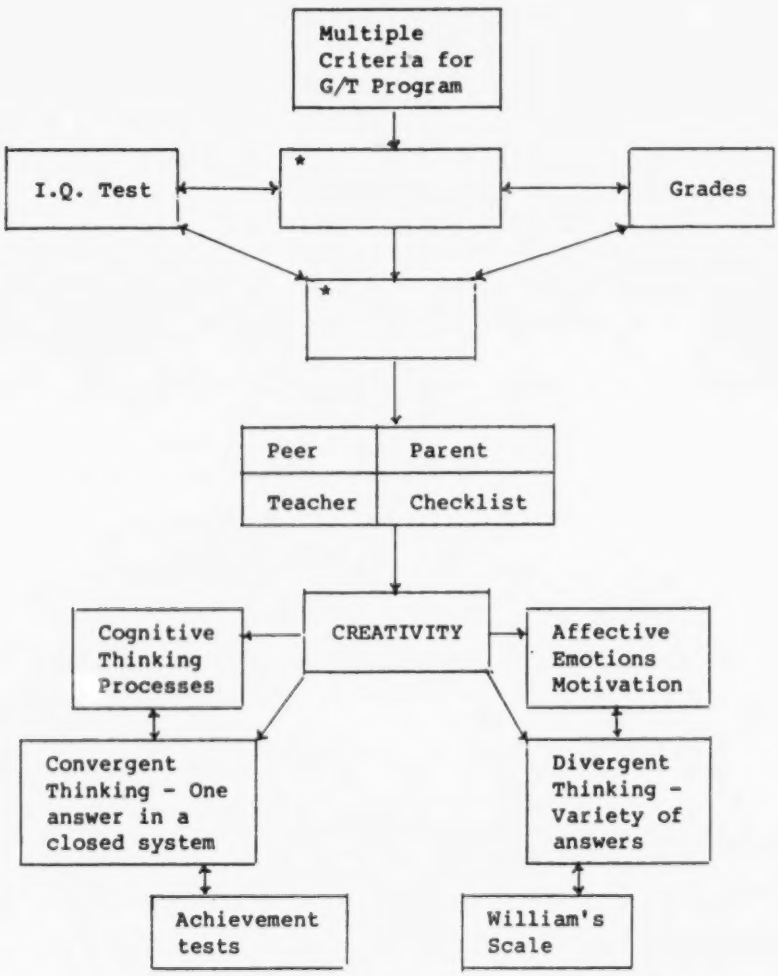
NATIVE AMERICAN GIFTED PROGRAM MODEL



K. R. George 1982

*Committee of parents, students, teachers, director

But first, a quiz. The model below suggests that the program focus is "creativity." If so, what elements are missing from the elaborate identification section of the model? As is, this model proposes to identify oranges and turn them into apples rather than to enhance the promise of the orange.



*Missing are measures of self-concept and creativity, or divergent production.

When the Native American Gifted model was developed in 1980, it was the consensus of leaders in the field of gifted and talented education that gifted children make up approximately 3 percent of any given population. Programs were funded according to the 3-percent estimate. Most still are; however, some authorities are now challenging this estimate and suggesting that 3 to 5 percent may be a more realistic funding guideline.

Funding measures aside, it is important to understand the 3-percent projection if only to concretize the relationship of above-average students to those who are gifted and talented. Dorothy Sisk (1977), formerly Director of the United States Office of Gifted and Talented and presently Executive Secretary for the World Council for Gifted and Talented Children, uses the following example to illustrate the statistics:

> You might imagine a hypothetical roomful of 100 children who represent all the children in the fifth grade. Based on overall statistical findings, 68 of them are likely to be average learners, 13 above average, 13 below average, three retarded, and three gifted learners.

Program Options

Objectives, activities, and evaluation are the building blocks of a gifted program. By following the blueprint of a unified model or plan and structuring these blocks around what the students know (their strengths in the cognitive domain), how they feel (their strengths in the affective domain), and what they can do (their culturally productive strengths), the lives of the students will be enriched as well as the society to which they contribute.

There are many options in gifted programming, but most fall into three main categories: (1) those which promote acceleration--a process of advanced study; (2) those which promote enrichment--a process of in-depth, nontraditional study; and (3) those which promote self-awareness--a process of self- or values study. Guidance and/or

counseling, considered a fourth program option by some gifted educators, is recommended as a component of any and all options.

The most successful programs combine options. Accelerated study alone can become one option that promotes a "more-of-the-same" curriculum rather than differentiated content and methods. An enrichment program without components from the other two options may neglect thinking skills in preference to experiences. A self-awareness program without enrichment and advanced study may lack the challenge of problem solving and application of new learning. Following are some examples of program options within the three major categories:

SELF-AWARENESS	Values clarification. Culture exploration. Logic and abstract thinking. World view esthetics. The psychosocial self (applied talents). Individual creativity. Team problem solving. Future studies (personal role in future). Talent exploration.
ACCELERATION	Advanced study with a mentor. Foreign study abroad. Application of advanced knowledge in real life areas of community need. Advanced placement by grade and subject. Accelerated study in addition to prescribed study.* Honors club or activity class. Individual study by contract.
ENRICHMENT	Mini-project with a mentor. Community-based project, product, service. Music/art performed, produced, planned. Multiple resource rooms assignments. Interest center exploration. Team- or group-selected project. Enriching experiences (e.g., interest trips). Sequential skill building through highly spatial activities. In-depth subject matter.

*This acceleration option alone is not recommended because it may lead to the "more of the same" syndrome.

The "lines" are not drawn tightly around these options; there are overlapping areas of focus. Again, it is recommended that a program provide for acceleration, self-awareness, and enrichment. The methods used to differentiate the curricula for American Indian students must do so on two levels: higher level thinking skill appropriate for gifted intellectual operations and cultural relevancy. The methodologies should trigger advanced discussion and thinking about subject matter. Otherwise, they will not be successful in facilitating learning (Torrance, 1977). A guidance component should be integral to all gifted American Indian programs designed to insure student/teacher interaction on issues of deepest concern to the student. These interactions become the "reality-check," the "coping-skill practice," and the "sounding board" for the mind that must come to terms with its uniqueness.

Below are two descriptions of program options: one used by a small school district and the other by a large school district. There are American Indian students in each program.

1. At the elementary level the small school district's program uses a pull-out model wherein students receive up to 5 hours of service per week. The program provides gifted students with a diverse and complex curriculum that is differentiated from that offered in the regular classroom. The program stresses the development of creative problem solving and higher level thinking skills. In addition, the program attempts to develop a sense of independence in the student by providing opportunities for individual exploration in topic areas of a student's choice and/or through the use of learning centers.

2. The large school district has developed three different operating models for its gifted program in grades 3 through 9. Each model is multi-leveled (3-4, 5-6, and 7-9) with differentiated curriculum at each level. The instructional method in all settings is designed to promote the higher level thinking processes as defined by Benjamin Bloom (1956).

   The third-fourth grade Enrichment Program uses teachers in the home school building. The identified gifted students are pulled out of their regular math and language classes 5 hours a week to work in small groups with the building's identified teachers for the gifted. The students are provided instructional materials developed by the district

gifted committee. There are four units in math: "Logics," "Metrics," "Fractions," and "Geometry." There are two literature packets: one for the Rats of Nimh and one for Dominic.

The fifth-sixth grade Enrichment Program is a self-contained class of 43 gifted students. This self-contained program serves as a model, and its teaching staff is a resource to students, parents, and teachers in all levels of the gifted program.

The seventh-ninth grade Extended Learning Program (ELP) operates in two junior high schools. Identified gifted students can take the gifted program as an elective in lieu of reading. An accelerated math class is available. The mentor program pairs ninth grade students with adults skilled in an area of specific interest.

The ability of the gifted and talented to acquire basic skills and explore ideas earlier and more rapidly than their peers, to express their versatile talents in multiple ways, and to pursue their own complex standards of excellence must be culturally nurtured within the selected program. But whether American Indian students are in a "pull-out" program, a special class, a mentor seminar, or another learning experience, the program option should be part of a comprehensive, systematic education plan for American Indian education within the school district--not an expendable appendage, but a vital part of the plan's overall scope and sequence, K through 12.

Productive, challenging acceleration; investigative, expressive enrichment; and appropriate, enlightening self-awareness--these are the program options which, when integrated with a guidance component and culturally relevant applications, will provide the learning opportunities for the gifted achiever.

But, do these same program options provide opportunities for learning to the gifted UNDERachiever? What about the student with innate superior abilities who is a discipline problem? What if the student's basic skills are inadequate but intellectual operations are above average? What about the student for whom English is a second language?

The effective program takes into account the emotional and social development of gifted and talented students recognizing that although they share some common needs and problems with other students, gifted students are unique. A program can answer the above questions only to the degree that it is structured for different curricular approaches and that its trained teachers-of-the-gifted are encouraged to operate with initiative, innovation, and acquired wisdom.

The Build-a-Program activity below provides a framework around which a gifted program may be developed within or without a local school district's facilities. Many questions must be raised and answered before a workable model takes shape.

BUILD-A-PROGRAM ACTIVITY #1

1. AREA(S) OF GIFTEDNESS IDENTIFIED

2. NEEDS OF THE STUDENTS THAT PROGRAM WILL MEET

3. PROGRAM COMPONENTS

   Who will provide specialized curriculum?

   What will be focus of the program?

   When/Where will program take place?

   How will you know learning has taken place or that the student has benefited from program? (Refer to Appendix II.)

The following questions and program component answers were developed by the author in establishing a Native American gifted model in 1982. Using this example of examining program components can provide information useful in making programming decisions.

Who is This Program For?

The program is for Native American Indian students gifted in the following areas:

1. Specific academic skills such as science, history, reading, language, math, etc.

2. Creative divergent productive thinking skills, such as inventing, writing, designing, problem solving, creating.

3. Visual and performing arts skills, such as music, drumming, dance, drama, art, storytelling, traditional crafts.

4. Psychological aptitudes, such as leadership, helping and caring, healing, teaching, managing resources.

5. Psychomotor ability, such as individual and team sports, hunting, fishing, food providing, marksmanship, building, craft construction.

6. General intellectual ability, such as computer programming, mechanical repair or constructional evaluations, application of humor, problem solving.

Why are the Students Being Provided With a Special Program?

Student needs have been identified that will be met by the program. Some of the needs of gifted students are as follows:

Independent study.
Self-exploration and self-awareness.
An alternative learning system.
Early entrance to college.
Advanced study within the regular classroom.
Subject area exploration, in-depth.
Interaction with peers of the same ability and interests.
Advice and counsel of a mentor.
Interaction with adults of the same interests and with subject expertise.
Differentiated curriculum.
Group study.
Hands-on experiences in intellectual areas.
Discussion and sharing of ideas.

Practical application of ideas.
Emotional feedback.
Utilization of advanced thinking skills.
Appreciation of self.
Ways to utilize gifts that are culturally relevant.

What Types of Programs are Available to Meet Specific Needs?

The programs below are examples of types of gifted programs:

Mentor expert.
Tutor/independent study.
Resource rooms.
Interest centers.
Itinerant resource person.
Community-focused activities.
Parent volunteer.
Library/librarian.
Field trips and travel.
Culture and traditions.
Native crafts and wisdom.
Technology skills.
Study of the future.
Enrichment (experiencing breadth and depth in curriculum areas).
Acceleration (working beyond grade level in regular curriculum).
Mini-course of short term, high interest.
Discussions and seminars.
Life skills.
Advanced placement.
Creative writing.
Science application.
Processes in technology.
Products and management.
Performances.
Cultural enrichment.

When Will the Program Take Place?

The program will take place when constraints of time, management, space, materials, and student availability have been addressed:

Before school.
After school.
Saturdays.
Lunch hours.
Study hall.
Creative daytime scheduling.
Released time from class.
Alternative classroom (in school).
Early dismissal.
Accelerated grouping (in school).
Summer school.

Where Will the Program Take Place?

The program will utilize space available, but only that which meets the special needs of the group being served. The following areas may be adapted for gifted program use:

Tribal office.
Outdoor park.
School classroom.
Kitchen.
Hallway.
Private home.
High school shop.
Teachers' lounge.
Principal's office.
Tent.
Cafeteria.
Library.
Gymnasium.
Auditorium.
Sites in community.
Private business office.
Church.
Fishing boat or process plant.
Police station.
Hospital or health service van.

Curriculum

A curriculum for the gifted and talented encompasses content, instructional strategies, and interaction time elements that distinguish it from a curriculum for other children. A review of successfully funded gifted programs indicates that the curricula tend to be more process-oriented than focused upon products and recall of facts. Students use strategies such as creative problem solving, inquiry and discovery, and creative and divergent productive thinking to confront situations that foster individual thinking and feeling responses. Hence, both cognitive (thinking) and affective (feeling) processes are encouraged (Williams, 1970).

Although educators accept the fact that gifted children must have a different kind of curriculum to engage their interest and mental capacity, many of these same educators are unwilling to take the next

step and accept the fact that American Indian gifted children have additional needs for culturally relevant curriculum. They must have relevant and timely materials and activities applied to their personal experiences and surroundings.

In most cases commercial curriculum activities that are available prove to be unacceptable to American Indian gifted students who are beginning in a program. Later, as they begin to feel comfortable, they may choose to reach beyond what is familiar, but cultural activities are the best vehicles for developing and honing the skills of higher level thinking and creative problem solving, especially in the beginning.

Commercial curricula that can be recommended are materials based on Calvin Taylor's Talent Activities (1974), Meeker's Structure of Intellect Workbooks (1973), Renzulli's New Directions in Creativity (1971), and Williams' Classroom Ideas (1970). Systems devised by Bloom (1956) and others are models that have become standards for curriculum development for the gifted and talented.

"Higher level thinking skills" refers to the fourth, fifth, and sixth levels of Bloom's taxonomy of thinking skills within the cognitive domain (1956) shown on the following page. Each level of skill serves as a foundation for the next higher level. It is generally accepted that thinking skills most used within the regular classroom are those of the first three levels. Gifted children don't seem to need to spend much time on those levels but go instead to the analysis, synthesis, and evaluation modes of processing information. (They use these processing modes not only with information, but with people.) Curricular activities for the gifted and talented focus on the higher level thinking skills.

BLOOM'S TAXONOMY OF SKILLS IN THE COGNITIVE DOMAIN

Evaluation (level 6)	To render an opinion based on relevant data.
Synthesis (level 5)	To put together parts to form a new whole.
Analysis (level 4)	To take apart elements, see relationships.
Application (level 3)	To use rules and apply known solutions.
Comprehension (level 2)	To translate and use with understanding.
Knowledge (level 1)	To recall specific information.

(For full text, see: Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain.)

Frank Williams (1970) approaches curriculum appropriate for the gifted as an interaction among three components that enhance thinking and feeling behaviors of the student. The student thinking and feeling behaviors of quality which result are often used as descriptors of giftedness. The three components (dimensions) of Williams' model are subject matter, teaching strategies, and thinking/feeling behavior. Subject matter interacts with such teaching strategies as:

1. Paradox
2. Attributes
3. Analogy
4. Discrepancy
5. Provocative questions
6. Examples of change
7. Examples of habit
8. Organized random search
9. Skills of search
10. Tolerance for ambiguity
11. Intuitive expression
12. Adjustment to development
13. Study creative people/process
14. Evaluation situations
15. Creative reading skill
16. Creative listening skill
17. Creative writing skill
18. Visualization skill

(Prioritized by Williams according to effectiveness as learning tools.)

The teaching strategies interact with student thinking and feeling behaviors in the cognitive (intellect) and the affective (feeling) domains:

COGNITIVE	AFFECTIVE
Fluent thinking	Curiosity (willingness)
Flexible thinking	Risk taking (courage)
Original thinking	Complexity (challenge)
Elaborative thinking	Imagination (intuition)

The reason that the Williams model curriculum is used often with gifted students is its reliance on higher level teaching methods that are not common to the regular classroom and its focus on measurable quantitative and qualitative responses in student behavior.

One of the goals for gifted and talented American Indian programs suggested by the 1979 American Indian Planning Consortium is enhancement of students' gifts within the context of the tribal community rather than outside it. It would seem that the best method to ensure this relationship would be to build a program coincident with tribal values that puts to use the students' gifts and talents.

Peacock (1979), a member of the consortium mentioned above, suggested that whatever the program option of focus, the methods and materials should stress creative involvement. He reported that the Minnesota Chippewa Tribe offered a creative writing program to meet the needs of students to express their feelings and insights on being Indian.

Concerning curricula, he further suggested that:

1. Presentation of material be concrete and a minimum amount of time devoted to teacher lecture.
2. Field trips, role playing, and discussion of general concepts be utilized.
3. Initial emphasis be on inquiry training and creativity.
4. Material should lead gradually from specific situations to abstract. (p. 5)

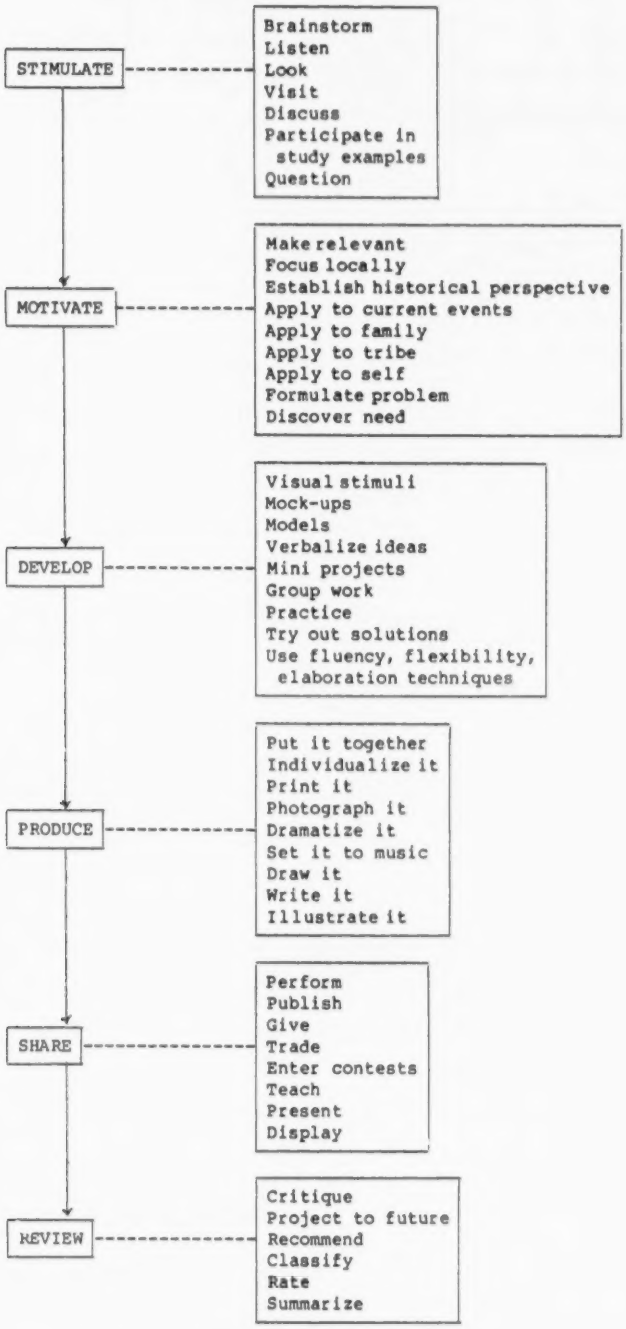
Cultural activities as a means of curricular differentiation may adapt skill building within intellectual operations or make use of learning opportunities found within the American Indian community. One class for gifted children, for example, participated in the Tribe's cultural retrieval project by analyzing available information, organizing sources in a system of cross-references, and playing a role in interviewing elders. The class then produced the elders' recollections in a booklet which was used to substantiate territorial fishing rights.

A. Harry Passow (1981) is an educator who has promoted cultural relevancy in all aspects of gifted and talented education. According to Passow:

> Experience based learning opportunities often represent a form of learning by doing in a reality setting and frequently involve mentor or intern relationships. By extending the learning environment into the community, the school can enrich the resource base--both human and material--which is available to the gifted and talented individuals. Formal and informal arrangements, structured and unstructured can be found in museums, libraries, laboratories, service agencies, government, industrial and commercial organizations, etc.... In many instances, gifted and talented students are so advanced in their areas of specialization that school based resources tend to be more limiting than enriching.
> (pp. 391-392)

The problem in applying this innovative approach to curriculum for the gifted and talented American Indian student is finding an adaption model or process that may be easily applied at the local level. The curriculum writer/adapter must abstract the student learning objectives and an appropriate method for meeting these objective from the community learning opportunity. Following is a process model that the author has developed based on student learning styles observed in the classroom and an example of its application with fifth-grade gifted American Indian students.

STEPS IN PRESENTING AN ACTIVITY IN A GIFTED CLASS
FOR NATIVE AMERICAN STUDENTS



K. R. George 1982

The "Steps in Presenting an Activity in a Gifted Class for American Indian Students" is a schematic illustration, by methodology, of the steps used with students to overcome any weaknesses or irrelevancies in the curriculum. The curriculum must be adapted to the lives of the students. The process can be highlighted by presenting a lesson.

STIMULATE--The objective in one lesson was to have the students translate a legend into a play. Evaluation, verbal interchange-to-visual, analysis of characters, and lots of other wonderful intellectual processes were involved in this activity. But the students had to see a play as a stimulus. Most of them had not seen a play. We saw a local play; then we talked. Finally, we "wondered" if a play was hard to write.

MOTIVATE--"Why write a play anyway? Who cares? Do you suppose one of the tribal legends could be 'made visible' so that the elders' group could see it? Would they like to see one of their own stories, live?" Two traditions were involved in this motivational methodology: legends and service to elders.

DEVELOP--During this stage, intellectual expansion took place. Tasks included the selection of an appropriate legend, making it visual, formulating characterizations, conflicts, etc.

PRODUCE--The "hands-on" element is present in the myriad problems to be solved in any production. Some need only the creative use of a safety pin; others require the emergence of leadership and the honing of sensitivity to others.

SHARE--The performance was a success. Everyone was happy despite the fact that the leading character had an attack of giggles.

REVIEW--"What went right? What went wrong? How did you feel? What was the best part? What could we do differently? The next time?" For one thing, the students wanted two curtain calls in the future!

Following are suggestions for activities that develop higher level thinking skills (analysis, synthesis, and evaluation) and may be easily conducted within the Indian student's cultural community with the cooperation of tribal government or intertribal agencies.

SUGGESTED CURRICULUM ACTIVITIES FOR AMERICAN INDIAN GIFTED STUDIES--IMPLICATIONS OF OBSERVATION

Exploratory, preprogram enrichment, readiness activities, letters, and visits.

Games, fluency and flexibility strategies--popular board games.

Self-awareness exercises--describing self in art or literature.

Self-esteem building--exercises in positive thinking.

Values clarification--What does it mean, "to be Indian?"

Analysis of culture from past to present--What has or hasn't changed?

Concrete to abstract--Producing and then discussing items and ideas.

Audio-visual focus--using sound recorders, cameras, overhead projectors.

Pictures to words--scripts for archive material, text for photos.

Photo journalism--deciding what to say then saying it visually.

Movie making--starting with reality and moving into fantasy.

Newspapers--What is news to the community? Writing and designing newspapers.

Informational slide presentations--things that students want to say.

Development of useful and fanciful products.

Art that illustrates ideas and concepts.

Crafts--incorporating old and new designs; finding natural materials.

Plants for medicine processes--classifying, identifying, illustrating.

Timelines, past to future--personal and tribal.

Future through "Indian-eyes" or project "Indianness," carried out on another planet.

Leadership, its qualities--discussing and researching.

Inventions to make life better in the community, the world, a strange land.

Writing--creative, reporting, analysis, self-expression.

Reading in interest areas; listening to reading; reading theater.

Listening and writing interpretation--legends, news articles, etc.

Drama, performing arts--writing a play, performing a historical event.

Problem solving that is relevant to home and the needs of the community members--young and old, individuals and groups.

Radio--exploring broadcasting.

Storytelling--oral history, make believe, persuasive speech.

Taking into account the story of David and Bear at the beginning of this chapter, David would probably not have found the content of the play about a legend to have been sufficiently complex or abstract for his interests. He might have been captivated by the problems of production such as lighting effects and sets. He might have considered ways to "advertise" the production. Bear, on the other hand, would have found the cultural opportunity satisfying. He would have applied his ability to analyze and synthesize by leading the others in determining key parts of the legend for dramatization and would have created dialog enabling the actors to project believable images.

When the facts have been mastered, when the chapter is read and the essay written, when one can do the first set of math problems in one's

head...the gifted child asks, "Is that all there is? What is the point in going on with it all?" It is the role of a curriculum to provide "the point."

The Teacher

In this chapter on programs, we have examined models, curricula, and program options. However, the key to the successful service of these elements lies in the teacher chosen and trained to interact with the gifted American Indian student.

In 1977, Dr. Willard Bill, Director of Indian Education for the State of Washington, conducted a study among American Indian educators of prominence within the United States. There were 139 respondents. Of 104 descriptors of desirable teaching performance criterion measures corresponding to 23 teaching performance criteria, 9 were rated to be of high importance by 90% or more of the American Indian educators responding (Bill, 1978).

From Table 3 of his final report, the nine highly rated items are listed below:

- Commands and encourages students to instill confidence and self-esteem.
- Invites and listens to learner questions and open exchange of ideas.
- Provides accurate information and responses for students.
- Knows when and where to get assistance regarding subject(s).
- Identifies teacher behaviors which lead to productive responses.
- Recognizes relationship between teacher and learner behavior.
- Accepts problems and handicaps with consideration and understanding.

- Capitalizes on special abilities, interests, and background of students.

- Exhibits patience in difficult situations by listening and accepting.

Dr. Bill comments upon these items:

> It should be noted that these highly rated items indicate the concern that leading educators of Native American youth throughout the United States have for the humanistic element of teaching. The criterion measure that received the highest rating (97.1%), "Commands and encourages students to instill confidence and self-esteem," signifies how important the educators believe it is for teachers to relate positively with the Indian students....

The nine measures of desirable teaching performance chosen by the American Indian educators most aptly describe educators who themselves are "gifted" in their professional expertise. In gifted education, these educators are less conveyors of information than they are facilitators of the use of information. As stated earlier, the gifted mind seeks information in depth and with a great deal of rapidity processes the information and is ready for more. The educator of the gifted must have cognitive and affective stamina!

A gifted program for American Indian students finds the ideal when it finds a teacher-facilitator who (1) demonstrates the ability to interact with American Indian students, (2) meets the nine performance criteria mentioned above, (3) is willing to take (or has taken) additional training in the specifics of gifted education, and (4) has the personal vitality to facilitate the gifted intellect.

More often, candidates for such a position possess only a portion of these qualities. Parent committees and program administrators are forced to weigh and evaluate subtleties. This process tends to depend less on what is "known" about the candidate than on what is "felt" about the candidate. For this reason it is extremely important that American Indian parents be directly involved in the hiring process. Knowing

their children as well as they do, they can make the most appropriate decisions about the adults who will enable and empower their children's learning.

In 1984 the author was asked to give her views on teachers for the gifted American Indian student at a meeting of Alaskan directors for gifted education. The following comments are from that address:

> Whatever the area of the student's gifted specialty, the teacher, appropriately trained, will need to have special skill in transferring information and guiding its use.
>
> In gifted education we are not gas station attendants - forcing high octane knowledge into empty tanks. We are working with tanks that are already bubbling over! We act as guides: "Where do you want to go? How fast, how far? Here's a road map, here's a road sign - now you're rolling! Sure you can fly if you want to, let's figure out how to do it." This kind of flexibility requires a mind that is quick-witted - thus the ability to laugh and produce laughter.
>
> The other element which I think is important is the teacher's mastery of some skill. The teacher of the gifted does not have to be a walking "book of knowledge," but he/she does have to have some skill or ability which the students respect. And the adult must be willing to share the talent with the students. A fun, warm mutually respected interaction is necessary if gifted students are to feel secure enough to open their hearts and minds for growing and stretching. That is an exhilarating but often risky learning process for the student. The student-teacher relationship determines the depth and scope of that process, and ultimately, its value.
>
> The person chosen to guide the gifted child must be a confident and secure individual. A person who has lived a broad and experiencially rich existence, perhaps biculturally, is likely not to be threatened by a student who has a non-conforming behavior, a love of complexity, or a higher intelligent quotient than the teacher! Such an educator establishes an atmosphere in which there is a high expectation to try to succeed, but it is safe to fail. There is no shame.

Gifted education--special training for those who exhibit extraordinary intellectual or performing ability--and gifted educators--those who guide and stimulate the growth of gifts for the contribution

to self and society--have existed in every culture, in every time. In selecting guides for our able, talented children, we need to be true to the successful instructional models of our cultural past. We need to select master craftspersons from whom our children will choose to learn. Match educator and students whose intellectual operations are alike, provide them with an appropriate program, stimulating interaction opportunities, emotional support . . . and wave as they fly by.

Summary -- Program

Programming philosophical and working models for gifted education should reflect the needs of the particular American Indian population and should be flexible enough to allow variety among the needs. The needs to be concerned with, in the perspective of gifted education philosophy and federal and local definition, are not usually needs associated with academic deficiency, but are intellectual and psychosocial needs determined on the basis of intellectual/talented strengths, or gifts. Assessment is the key to pertinent programming.

Most program options fall into three main categories: acceleration, enrichment, and self-awareness. Programs for gifted American Indian students should combine elements of the three catagories in proportion to the needs/strengths assessed along with an all-encompassing element of guidance. Guidance is of special importance to students who find themselves not only differing from the dominant society by race and culture, but also differing from Indian and non-Indian peers by virtue of outstanding intellectual or talented ability.

Curriculum for the gifted American Indian student will be the same as for non-Indian gifted students--challenging and channeling inquiry, divergency, individuality, and personal expression--with one exception. The curriculum should provide experience-based learning opportunities within the student's own reality-based setting. The students' gifts must be seen by the students as having relevancy to the areas of life that they value as Indian people, or the gifts may be perceived as depressing, meaningless burdens.

Commercial materials for the gifted American Indian student may require adaption to make them relevant to the students' reality-based setting. However, it is important to maintain the concepts and objectives within the original materials. Most Indian educators have experience with this effort. Curriculum materials may also be developed around, or in tandem with, events in the cultural community. Such activities are especially important as a bridge from the regular classroom to a gifted program when American Indian students are first introduced to the gifted program. The manner in which the activity is presented may determine how the students will develop and participate.

The teacher chosen for facilitating the intellectual operations of gifted American Indian students should be primarily concerned with encouraging the growth of their confidence and self-esteem. The teacher must be a secure individual who participates in an open exchange of ideas and acts as a resource for the students' desire for information and new ways to use it. The teacher is key to the success of the program and must have a demonstrated ability to relate to American Indian students.

An Original Program and Activities

If a gifted program that has been established in an Indian or non-Indian school district is not adequately serving American Indian students, the community may either try to (a) change or make more visible its gifted children so that they meet the criteria for selection to the program; (b) change or make more sensitive to cultural positives the criteria for selection to the program; (c) adopt from elsewhere a program that identifies and serves Indian students well; (d) adapt a program so that with minor alterations it fits all the particular needs of the Indian students of an area; or (e) develop, from the ground up, an innovative American Indian gifted program.

In 1977, the author knew of only three programs of type "e" in the United States. By 1984, these three programs had ceased to exist as originally designed because of extreme cutbacks in the funding of educational projects. This is not to suggest that their demise was targeted any more than those of other types of gifted programs but rather that the development of innovative, original programs was and continues to be very rare, and those programs that do surface tend to be short-lived.

On the pages that follow is the outline of the three phases of one such innovative program. The Native American Gifted (NAG) Project operated in the State of Washington from 1977 to 1980 and is noted in this publication because it was the first project that attempted to develop, through efforts of a tribal community, a profile of "traditional descriptors of giftedness" to be used as part of the criteria for the identification of gifted American Indian students.

The Native American Gifted Program

Phase 1

September - October, 1978

1. Letters of introduction were sent to tribes and to related resource persons who serve the Klallam and Suquamish students. (16 letters)

2. Slide presentation was developed and presentations were made that explained the focus of the program. (10 presentations)

3. Other means were used to familiarize the Native American community with the program:

   - Countywide newspaper article (1)
   - Meetings (excluding presentations) (3)
   - Native American newsletters (7)
   - Native American Gifted brochures (150)

4. Potential interview subjects were contacted. All those contacted agreed to interview. Majority of interviews were videotaped; remainder were audiotaped or recorded in notes. (22 interviews)

5. Interviewees' statements pertaining to Native American people with special abilities were collected and transcribed from tapes and notes. (182 statements)

6. Those statements made by two or more people were categorized into six areas: (82 statements)

   - Artistic/athletic
   - General
   - Leadership
   - Learning
   - Social skills
   - Sustenance

7. Specific statements in these categories were coded to cross-reference with the cells of Structure of the Intellect Model (1969) which appears in Appendix III.

Phase II

November, 1978 - February, 1979

1. The 82 statements from the verified list of special abilities were printed on cards. Members of the Suquamish and Klallam tribes prioritized the cards. Evaluation design was Q-Sort (see The Study of Behavior: Q-Technique and its Methodology, William Stephenson, University of Chicago Press, 1953). Participating Klallam and Suquamish tribal members represented 27 familiies out of a total of 35 Klallam and Suquamish families with children in the North Kitsap School District.

2. The ranked statements were tallied, and the top 50% in each category were maintained. (41 statements)

3. For those 41 statements a format was developed to facilitate their use by parents, teachers, and students as a tool to identify students with special abilities in areas valued by the cultural community. This tool is called "Scales for Rating Behavioral Characteristics of Native American Students with Special Abilities." "Native American Special Abilities Profile" (next page) is based on the scales.

4. The final 41 statements, coded to the Structure of the Intellect Model in Phase I, revealed that the tribal members had chosen statements in the following SOI cells in this rank order:

1. Divergence	4. Convergence
2. Memory	5. Cognition
3. Evaluation	

5. Native American students were tested (122 students), using the Structure of the Intellect Learning Abilities Test, to determine the cells in which they would demonstrate strengths and weaknesses. The majority ranked in the following order:

1. Memory	4. Convergence
2. Divergence	5. Evaluation
3. Cognition	

6. Student SOI test results were scored and sorted according to their relationship to the three cells identified by the tribal members as most important.

7. Test results of those students who met above criteria except for falling short of tribal expectations in the third-ranked cell, Evaluation, were sorted.

8. Students, grades 1 through 12, were randomly selected from the above sort for treatment and control groups.
(Treatment N = 26; Control N = 26)

Grade 1 - 0	Grade 7 - 1
Grade 2 - 3	Grade 8 - 2
Grade 3 - 5	Grade 9 - 2
Grade 4 - 5	Grade 10 - 0
Grade 5 - 3	Grade 11 - 0
Grade 6 - 3	Grade 12 - 2

NATIVE AMERICAN SPECIAL ABILITIES PROFILE

(As selected by Klallam and Suquamish people,
Kitsap County, Washington; December, 1978)

A PERSON WITH SPECIAL ABILITIES IN MUSIC, CRAFTS, ATHLETICS, OR OTHER ARTISTIC AREAS .....

....has the ability and desire to practice and complete projects on his or her own.
....can reproduce or copy a traditional design or totem symbol in beadwork, carving, or drawing.
....can recall old legends about landmarks.
....can make different kinds of baskets; each for its special purpose.
....is physically strong and mentally alert.
....can use traditional form and vary and enhance it.
....can produce a variety of clever, imaginative responses (talking or doing).
....can make up a song of his/her own and sing it.
....is able to figure out strategies to help a team or group project.
....can sing an old tribal song.
....can make up stories and poems.

A PERSON WHO HAS A GENERAL SPECIAL ABILITY IN ANY AREA IS .....

....one who knows himself/herself -- understands and is happy with what he/she is.
....one who cares about others -- shows them respect and love.
....one who goes to the limit of his/her ability -- gives best effort.
....one who maintains a level of clan or family pride by putting his/her best effort forward -- trying.
....one who accepts the discipline of practice -- and is willing to practice.
....one who keeps secret things secret -- has personal and religious integrity.

A PERSON WITH A SPECIAL ABILITY IN LEADERSHIP IS .....

....a good mediator -- to help bring harmony to people and to unite them.
....one who accepts willingly the responsibility and discipline of leadership.
....able to recognize problems and figure out how to solve those problems.
....one who sets goals and has high expectations for those they teach or lead.
....one who makes sure that everyone has a chance for "input" -- even if it takes a long time.

A PERSON WITH A SPECIAL ABILITY IN LEARNING IS .....

....patient and pays attention.
....able to hear and remember what is heard.
....one who encourages and nurtures others to explore, discover, and who develops his/her own abilities, too.
....able to see and remember what is seen.
....a contributor -- develops his/her unique abilities so that he/she may be able to share them with others.
....one who proves what he or she knows by what he/she does -- not by talking about it.

A PERSON WITH SPECIAL ABILITY IN SOCIAL SKILLS IS .....

....willing to share whatever he/she has.
....one who cares about others and shows them love and respect.
....one who believes that elders are responsible for protecting and nurturing the "gifts of the spirit" in the children, and for guiding them to be the best they know how.
....able to share his or her life force/spirit with others.
....able to use words well to express thoughts and meanings.
....one who helps others without embarrassing them.

A PERSON WITH SPECIAL ABILITIES AS A HARVESTER, HUNTER, FISHERPERSON CAN .....

....know his/her own physical abilities and what he or she can or can't do.
....find the correct path or trail or highway to a place -- has a good sense of direction.
....be physically strong enough to do what is required with confidence.
....recognize the characteristics of the seasons and understand what they indicate.
....know the kinds of conditions necessary for catching certain types of game.
....recognize danger and avoid it in the forest when hunting.
....see tracks and be able to tell to which animal they belong.
....know where certain wild berries and roots can be found.

Note: The Profile items were ranked by Klallam and Suquamish tribal members who made their selection from a total of 82 statements. Each special ability area (Leadership, Learning, etc.) was prioritized and refined to create an identification process for gifted Native Americans. For a more detailed account of this process, contact Title IV-C Office, Office of State Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington, 98504.

PHASE III

February - June 1977

1. Since students selected for instruction tested high in memory and divergence, techniques from these cells are used to introduce instruction in the weak cell, Evaluation.

2. Parents have been kept abreast of their children's activities through (a) Indian Program newsletters, (b) personal calls and letters, and (c) monthly meetings at which parents receive relevant articles and information.

3. Lessons continue to be developed based on the Structure of the Intellect activities suggested for strengthening evaluation abilities. These lessons are built around a Native American theme in order to motivate for student participation.

4. The lessons are taught and evaluated as to their effectiveness.

5. Treatment and control group students will be retested on the SOI Evaluation cell at the end of May in order to see if growth has occurred. (.01 represents a significant gain the first year; .05, the second).

6. Students will have received approximately 26 hours of instruction by the end of the program.

This program was not continued because the school district failed to pass necessary levies. The tribes tried to secure funding to continue the program on the reservations and were successful in generating support, but staff trained by the program had moved elsewhere. The Parent Education Committee determined at that time that appropriate staff and special training were key to the success of the program. The lack of a solid staff screening and training component made it unlikely that the NAG program could be reproduced with the same outstanding results.

Four examples of lessons represent the NAG project's focus on cultural analysis and communication of ideas through self-expression. The first two activities are examples of adapted lessons. The original source was Meeker's Structure of Intellect Workbook on Evaluation (1973), (one of the five operations of the intellect). In an adapted lesson, the concept behind the activity remains constant. Factors such as material, verbal/visual emphasis, time for completion, stimulation, motivation, etc., may be manipulated as long as the learning objective to strengthen an intellectual operation is enhanced for particular students, not weakened.

The second two activities are examples of lessons that were developed. Lesson #7, "Mural," requires auditory cognition, evaluative classification, and finally convergent production--the illustration of a perceived activity.

"Project: Designs" enhances the intellectual operation of cognition. The mental ability involved is perceiving a "system" of things from a certain viewpoint and transforming it into an abstraction or design.

NATIVE AMERICAN GIFTED PROGRAM
North Kitsap School District

ACTIVITY #4 - CHANGING WORDS TO NUMBERS

EVALUATIVE SKILL: Students will transform symbols (i.e., words to numbers).

CULTURAL SKILL: Students will extend the traditional concept of symbol.

GRADE: 6 DATE: _____ (A)dapted (D)eveloped

MATERIALS: A large poster of a telephone dial (or ditto for each child), paper, pencils

COMPLETION TIME: 1/2 to 1 hour

METHOD:

1. Teacher will explain that just as the class has previously changed words to symbol-pictures, words can be symbolized by numbers.

   Example: The date 4/1/79 is made of numbers symbolizing the words: April first, one thousand nine hundred seventy nine. 4:15 a.m. means four o'clock and fifteen minutes in the morning.

2. Write three words on the chalkboard: COD EGG SOLE

3. Ask students to look at the telephone dial and change these words into symbols--numbers. Give them the number 228. What word is that?

4. Now give students telephone numbers on the board and ask them to translate them into words. All are things found on the beach. (Move letters around to make the exercise more challenging.)

   683-8683 (MUD), 733-7263 (SAND), 733-7625 (ROCK)
   733-2526 (CLAM), 732-4855 (GULL), 9-2837 (WATER)

5. Students may write a secret message to a friend in the class using the number system. Note: Go from simple to complex code systems. Kids invent.

EVALUATION:

FOLLOW-UP:

NATIVE AMERICAN GIFTED PROGRAM - Title IV-C ESEA

North Kitsap School District

VIDEO ACTIVITY #10 -- PERSUADING AN AUDIENCE TO BUY A PRODUCT OR SERVICE

EVALUATIVE SKILL -- The student will judge which items would be appropriate to sell, then will transform these ideas to a visual and verbal presentation.

CULTURAL SKILL -- The student will discuss needs of the tribal group and how best to persuade them to buy a product or service that will satisfy that need.

GRADE: -- 7

RESOURCES:

Taping time -- about 5 minutes per student group
"Product" -- object that will be "sold" -- as needed
Props which contribute to idea
Videotaping equipment, monitor
Video script worksheets (Video Worksheet #3-B) for words/action
Visual evaluation sheet
Stopwatch or clock with second hand

COMPLETION TIME: One hour to plan; 1 hour to film.

---

1. Ask students what activities their tribe is engaged in now - either economic or social.

2. List the activities on the board. Then ask what materials or manpower the tribe needs to conduct these activities. List.

3. Divide students into groups of 2 or 3. Ask students to imagine that they are members of one of the many sales teams who visit tribes each year trying to sell a product or service of use to the tribal business office, fisheries program, gymnasium, etc.

4. Students will consult the lists and will choose:

   A. A product or service.

   B. (As per previous lesson): a sales approach; demonstration, informative, conversation, comparison between products, pairing lack of product with something negative.

   C. Director, writer, cameraperson, actor.

5. Using Video Script Worksheet (#3-B), the group will plan shots, sequences and dialogue. Practice. Review script with teacher. Students will take turns filming. As one group films, other groups will meet with teacher to review. Spot commercial time: 3 minutes.

6. Play back presentations on videotape for other groups, using Visual Evaluation Sheet.

NATIVE AMERICAN GIFTED PROGRAM

North Kitsap School District

LESSON TITLE: #7 MURAL (Elementary) - "Early Klallams"

EVALUATIVE AND CONVERGENT SKILL: Students will listen, visualize and classify activities, and will complete an illustration of activities from an auditory description.

CULTURAL SKILL: Students will understand some of the activities which took place in the Klallam and Suquamish villages of long ago.

MATERIALS: Audio tape: "Early Klallams." Worksheet to accompany tape, butcher paper--4'x10' (approximately--depending on display space), pencils, erasers, crayons, colored pens, glue, variety of cloth and other textures (optional).

---

1. Tell students that they are going to hear a tape made by one of the elders of the Klallam Tribe. He will be describing life in the early Klallam villages. Students are to listen and write down on their worksheets every activity that is mentioned on the tape.

   Compare the lists and make a compilation on the chalkboard. Listen to the tape again to find the activities which may have been missed. Would Suquamish people have done the same activities in their tribe? What could be added?

   For in-depth understanding: Discuss comparisons and contrasts with activities of long ago and now. What did the children learn? Who taught them?

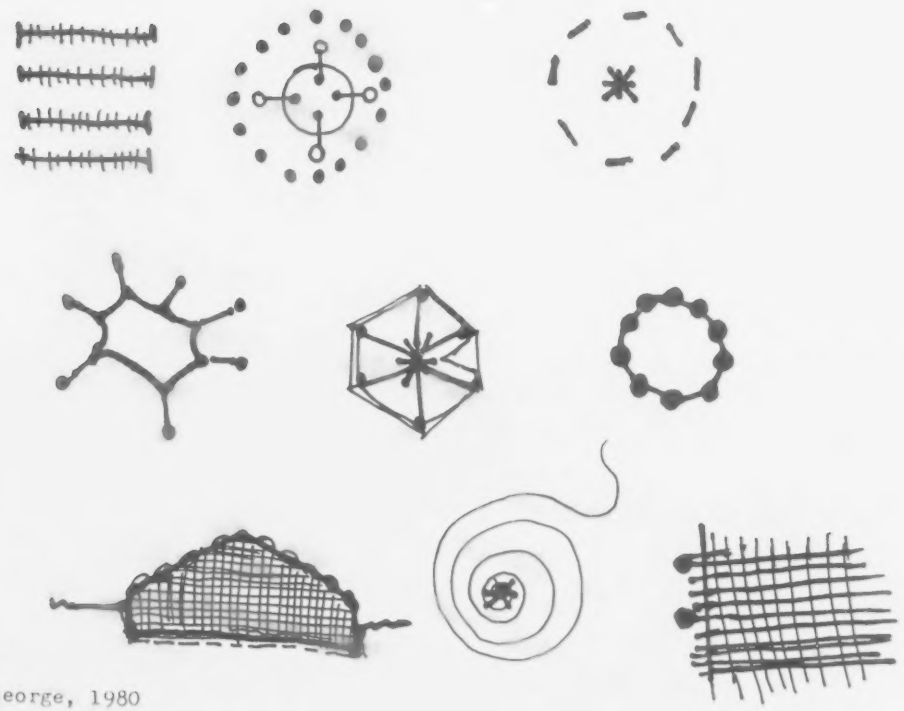
3. Using paper and crayons, each student will illustrate one of the activities of his or her choice (20 minutes).

4. Hang up the illustrations and plan a mural by arranging them. What scenes need to be added? What setting? What textures could be used to enhance the idea?

5. Use butcher paper for mural background. Students sketch the activities on the butcher paper with pencil first, then complete the mural using mixed media. The title of the mural may be decided by students. It should reflect the idea that these activities were particular to many Puget Sound tribes--Klallam and Suquamish especially.

The designs below were constructed by Native American students in a fifth grade gifted class. They may be difficult to interpret because the perceptional reference point has not yet been given. Native American children are often asked to interpret non-Indian symbols and patterns, visual and auditory, without prior knowledge to assist them as a reference or a perspective from which to evaluate.

Project Designs



K. George, 1980

The assignment given these fifth graders was to imagine themselves flying over their tribal village in an airplane 100 years ago. They were to look down and see the activities in progress and draw them.

The designs represent from left to right in rows: salmon drying on racks, a circle of watchers around a drum group, salmon on sticks around a fire, hide drying, a tipi, people doing a round dance, net stretched out to dry, smoking campfire, and two people weaving a mat.

They decided with the teacher that their craft must be a "hovercraft" so they could pause awhile and also that it had to be a "time" plane going from our present backwards because there were no planes 100 years ago! That established, they had fun analyzing activities, visualizing these activities as seen from a distance, and synthesizing to designs.

Summary — Innovation

The conception and development of a community-based gifted program involves at least 1 year of planning and preparation before gifted students may receive direct service. For this reason it is not cost-effective for some communities, nor time- and talent-efficient. For communities with sufficient financial and professional resources, however, designing a gifted program can be a rewarding and enlightening commitment to excellence in education.

More often, communities that wish to ensure a cultural component to the gifted program will adapt or adopt proven practices that customize identification procedures, activities, and so on to their particular tribal area.

Such adaption or adoption procedures start with a gifted education committee composed of parents, teachers, and gifted education specialists. Most states can provide a specialist from the Office of the State Superintendent who will assist the committee in choosing a program model. The committee must then examine every aspect of the model or plan and determine which aspects are to be adopted as they are proposed and which are to be adapted to the particulars of the community and the students identified.

For example, one community decided that the program would be for students gifted in the performing arts. They concentrated on dance and Indian theater. Another chose high interest activities in communication to provide their gifted children with a vehicle for strengthening their abilities in creative self-expression. The possibilities are endless if a community makes the effort to set goals for educational growth within a cultural framework.

CONCLUSION

Chat'la was born and raised on the reservation. Her parents were both teachers at the reservation elementary school. At an early age, Chat'la displayed high intellectual operations in all areas of cognition, evaluation, memory, convergent production, and divergent production. She was verbally fluent in two languages, flexible in her thinking, elaborative, and original. She was curious about how the world was constructed, and she was willing to try and find out.

After she learned to read, she developed a preference for mathematics. Because of her high grades, a special learning program was developed for her in the third grade which she continued in through the eighth grade. She was active in school and well liked by peers and teachers.

In high school, which she attended off-reservation with all the other students of that age from her community, she received guidance and counseling to help her deal with her self-imposed perfectionism and her tendency to become frustrated with the inabilities of others. These were minor adjustments for her as she was able to understand her own and others' behavior with only minimal guidance. Her interest in mathematics was replaced by psychology. In her sophomore year in high school, she was selected to participate in a talent search program for gifted students that was held at a university in the Southwest.

Chat'la represents one of the highly gifted, highly visible, easily tested, and socially adaptable American Indian students. Her rate of learning is rapid in all subject areas, and her need to process more and more information has to be tempered with educational opportunities that provide the information but also challenge her to understand at deeper levels. At the same time, she is receiving emotional support for her uniqueness in her associations with trained staff and in the acceptance of her community. Her parents are glad their efforts for her education were supported by the school.

There are gifted programs, especially in schools dominated by the majority culture, that choose only to recognize gifted students such as Chat'la. Because she manifested her intellectual operations in an academically successful manner that was not impeded by any problems at home, she has had every opportunity to reach and apply her high potential.

But Chat'la and gifted American Indian students like her are only the tip of the iceberg. Below, invisible except to the discerning, are all the Angels, Barts, and Bears adrift in a sea of educational systems that identify weaknesses and apply a remedial model to correct them, maintaining that one should only be identified as gifted if one "acts" gifted.

There are, however, students who, like Angel, Bart, and Bear, cannot YET, do not YET, or will not YET manifest their high intellectual and creative abilities in academically acceptable manners but who have the potential to do so. With proper identification and program they may choose to excel academically as Angel did. Or, like Bart, they may choose only to pursue their area of specialty and have little interest in academic achievement measured in grades. Or, as in the case of Bear, they may choose to turn completely away from specialized gifted programs and maintain a low-gifted profile in order to develop particular areas of interest without "interference." Whatever their ultimate choice, these students deserve the right to be afforded the opportunity for enhancement of their gifts--an opportunity that comes only with the discovery and nurturance of their special abilities.

The following conclusions about education for gifted American Indian students are offered for the reader to consider as we all continue in our efforts to understand and improve educational opportunities for gifted students.

Conclusions for Consideration

* Gifted American Indian students possess the same consistently high-level intellectual operations as do their gifted non-Indian peers worldwide.

* Gifted American Indian students initially manifest their superior intellectual operations in behavior that is culturally appropriate for them.

* Gifted American Indian students need identification procedures and programs that are differentiated from those of non-Indian peers in order to reach their gifted potential through school-related educational opportunities.

* Gifted American Indian students will maximize their gifted potential through educational opportunities only if such efforts are culturally validated by the students' own cultural community.

* Gifted American Indian students will be enhanced cognitively and affectively by programs that strongly emphasize the discovery and nurturance of personal potential for positive application to the general welfare of American Indian people.

* Gifted American Indian students will be identified by and benefit from gifted programs planned and implemented for the majority culture only to the degree that such students are bicultural.

* Gifted American Indian students will be identified by and benefit from gifted programs planned and implemented to consider the particular abilities and needs of the students to be served. This is true of programs for minority culture, majority culture, or combinations thereof.

* Gifted American Indian students who are socially or emotionally deprived will apply their superior intellectual operations to satisfying those needs first.

APPENDIX I

Terms in Gifted Education

Affective, Feeling Behavior--Feeling behavior demonstrated by the following:

Complexity--Being challenged by and seeking alternatives.

Curiosity--Being willing to wonder.

Imagination--Having the power to feel and visualize intuitively.

Risk taking--Exposing one's ideas to others--courage.

Cognitive, Intellective Behavior--Thinking behavior demonstrated by the following:

Elaborative thinking--Adding on to and embellishing.

Flexible thinking--Emphasizing and taking different approaches in response.

Fluent thinking--Generating a quantity of responses.

Original thinking--Processing in unusual and unique ways.

Creative Problem Solving--A creative process by which a problem is perceived, redefined, and analyzed. Alternative solutions are proposed which are then evaluated and a final decision is reached.

Creative Thinking--Divergent, fluent, flexible, original, elaborative thinking; results in unconventional responses to conventional tasks or information.

Creativity--

-- The production of an idea or product that is new, original, and satisfying to the creator or to someone else at a particular point in time (Renzulli, 1971).

-- The process of sensing gaps or disturbing missing elements, forming hypotheses concerning them, testing these hypotheses, communicating the results, and possibly modifying and retesting them (Torrance, 1965).

-- The abilities of divergent production, redefinition, and transformation (Guilford, 1967).

Culturally Diverse Gifted and Talented--Those children from populations whose behavior patterns and responses often vary from the typical indicators of giftedness and talent observed in the dominant culture (e.g., high I.Q. scores or proficiency in the dominant language). The term has gained currency because previous designations implied the superiority of the dominant culture and that differences are somehow deficits requiring remediation.

Enrichment--A program option in gifted education that may be process- or product-oriented; interrelates information previously learned in nontraditional ways.

Evaluation--the process of making judgments about the value of material and methods for given purposes.

General Intellectual Ability--Ability that is demonstrated to be superior to that of peers in cognitive and/or affective behavior (described in Williams' Model, 1970).

Higher Level Thinking Skills--Originally developed by Bloom (1956), levels 4, 5, 6.

Analysis--the process of deriving or concluding by breaking down information into its constituent elements; seeing relationships and organization.

Synthesis--the process of combining elements and parts to form a whole which was not really there before.

Intellectual Processes--The operations that the mind performs with the raw material of information as proposed in Guilford's Model, Structure of the Intellect (1967).

Leadership Ability--Ability to not only assume a leadership role but to also be accepted by others as a leader.

Psychomotor Ability--Outstanding athletic ability which includes consistently high performance, timing, coordination, judgment, and creativity.

Specific Academic Aptitude--Aptitude in a specific subject area that is consistently superior to the aptitude of peers in the same school setting.

Structure of Intellect--Meeker's 1969 adaptation of Guilford's Model that described the five major operations of the intellect. (See Appendix III.)

Visual and Performing Arts Ability--Consistent, outstanding aesthetic production in graphic arts, sculpture, music, or dance.

APPENDIX II

Tests, Surveys, and Other Measures Used in Gifted Education

Every program will be required, either by the funding source or by parents or school administrators, to prove to what degree it has actually met the needs of the students and has benefited their learning abilities.

Evaluation designs are usually inherent in the model type chosen. The author wishes to point out that one of the more popular forms of summative evaluation (the comprehensive, overall measure) is to test the students "off level." Usually the students are given a test that is at a more advanced level, such as would normally be given after 1 year in a program. However, if the program is one in which students are already operating at the 99th percentile at the time they enter, the results may not have much impact on future programming.

It has been the author's experience that formative evaluation (products, tests, and other measures collected "along the way") has yielded the most accurate information on which to base curricular maintenance or changes. Student growth may be documented in either the cognitive or the affective domain. The latter domain is often overlooked.

A sound evaluation design is especially important in gifted programs for American Indian students because the field is relatively untried. We need to know what works and why, and we need accurate information so that the methods can be exported successfully to other areas of the country with perhaps only minor alterations.

Examples of instruments that may be used to provide <u>support</u> data in the identification of gifted American Indian students follow:

SURVEYS/TESTS/PUBLISHERS

Achievement Tests

California Achievement Tests (forms for all grade levels)
CTB/McGraw Hill

Iowa Tests of Basic Skills (forms for all grade levels)
Houghton Mifflin Company

Metropolitan Achievement Tests (forms for all grade levels)
Harcourt Brace Jovanovich

Peabody Picture Vocabulary Achievement Test - Revised (ages 2.5 - 18)
American Guidance Service

SRA Achievement Series (grades 1-9)
Science Research Associates, Inc.

Stanford Achievement Test (forms for grades 1.5-9)
Harcourt Brace Jovanovich

Wide Range Achievement Test, Revised (ages 5-11, 12+)
Guidance Associates of Delaware, Inc.

Creativity/Divergent Thinking/Evaluative Thinking

Alpha Biographical Inventory (grades 9-12)
Institute for Behavioral Research in Creativity
Salt Lake City, Utah

Biographical Inventory, Form R (grades 9-12) keys for creativity in art and music, academics, and leadership
North Carolina Department of Public Instruction

Graves Design Judgment Test (grades 7-16)
Maitland Graves
Psychological Corporation

Guilford Creativity Tests for Children (specific IQ tests) (grades 4-6)
Sheridan Psychological Services, Inc.

Iowa Tests of Music Literacy (grades 4-12)
Bureau of Educational Research and Service

S.O.I. Learning Abilities Test (used successfully and preferred by the author)
S.O.I. Institute
El Segundo, California

Torrance Tests of Creative Thinking--Figural (grades 1-12)
Personnel Press (use Frank Williams' shorter key)

Torrance Tests of Creative Thinking--Verbal (grades 4-12)
Personnel Press

Culture Free

Cooperative Preschool Inventory (ages 3-6) standardized on disadvantaged children
Cooperative Tests and Services

Culture Fair Intelligence Test (ages 4-8, 8-14, 13-16)
Cattell and Cattell
Institute for Personality and Ability Testing (IPAT)

Goodenough-Harris Drawing Test (ages 3-15) "Draw-a-Man-Test"
Harcourt Brace Jovanovich

Stallings' Environmentally Based Screen (S.E.B.S.). This is a measure which can be used for initial screening of culturally different children. "SEBS is a quick supplement to existing instruments of intelligence testing; it is not intended to replace any existing instrument now available." It is especially useful with children who attend neighborhood schools.
Dr. Clifford Stallings
U.S. International University
San Diego, California

Hemispheres (Left/Right Brain) and Learning Style

Kaufman-Sequential or Simultaneous (used successfully with American Indian children from Montana to Idaho)
Circle Pines, Minnesota

Transaction Ability Inventory
Dr. Anthony F. Gregorac
University of Connecticut

Your Style of Learning/Thinking: Right, Left or Whole Brain Dominance. (Torrance/Kolb)
Excel, Inc.
Oakbrook, Illinois

Intelligence

A. Individual:

Cattell Infant Intelligence Scale (ages 3-30 months)
Psychological Corporation

Concept Assessment Kit--Conservation (K-3)
Educational and Industrial Testing Service

Peabody Picture Vocabulary Achievement Test - Revised
(ages 2.5-18) American Guidance Service

Stanford-Binet Intelligence Scale (ages 2 and over, most useful with the highly verbal, English speaking proficient student)
Houghton Mifflin Company

Vane Kindergarten Test (ages 4-6)
Clinical Psychology Publishing Company, Inc.

Wechsler Intelligence Scale for Children - Revised
(The block design section will identify the "spatial" learner. Suggests right brain dominance.)
Psychological Corporation

Wechsler Preschool and Primary Scale of Intelligence
(ages 4-6.5)
Psychological Corporation

B. Group:

California Test of Mental Maturity
McGraw-Hill

Cognitive Abilities Test (grades K-1, 2-3, 3-12)
Houghton Mifflin Company

Henmon-Nelson Tests of Mental Ability
(grades K-2, 3-6, 6-9, 9-12).
Houghton Mifflin Company

Kuhlmann-Anderson Test
(grades K-1, 2, 3-4, 4-5, 5-7, 7-9, 9-12)
Personnel Press

Lorge-Thorndike Intelligence Tests (grades K-13)
Houghton Mifflin Company

Self-Concept Tests

Early School Personality Questionnaire (ESPQ) (grades 1-3) (copyright 1966)
Institute for Personality and Ability Testing
1602-04 Coronado Drive
Champaign, Illinois

How Do You Really Feel About Yourself? (HDYRFAY) (grades 4-12)
Frank Williams
3760 Dallas Road, N.W.
Salem, Oregon 97304

Junior-Senior High School Personality Questionnaire (HSPQ) (grades 7-12)
Cattell and Porter
Institute for Personality and Ability Testing
1602-04 Coronado Drive
Champaign, Illinois

The Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself) (grades 5-12) (copyright 1969)
Counselor Recordings and Tests
Box 6184 Acklen Station
Nashville, Tennessee 37212

School Attitude Test (Elementary)
McCallon Learning Concepts
2501 N. Lamar
Austin, Texas 78705

The Self-Concept and Motivation Inventory (SCAMIN). What Face Would You Wear? (grades 1-3--early elementary form; grades 5-12--intermediate form) (copyright 1968)
Person-O-Metrics, Inc.
Evaluation and Development Services
20504 Williamsburg Road
Dearborn Heights, Michigan 48127

Self-Esteem Inventory (SEI) (grades 5-12) (shorter than the Piers-Harris)
Coopersmith
University of California, Davis

Modified Self-Esteem Inventory (grades 1-4)
Coopersmith
University of California, Davis

The Tennessee Self-Concept Scale (TSCS) (grades 5-12)
Counselor Recordings and Tests

APPENDIX III

Structure of the Intellect

(Meeker's 1969 Adaptation of Guilford's 1967 Model)

C	COGNITION:	Discovery, awareness, rediscovery, or recognition of information in various forms; comprehension, understanding.
M	MEMORY:	Retention of information in any form.
N	CONVERGENT PRODUCTION:	Generation of information from given information, where emphasis is upon reproducing conventionally accepted best answers or outcomes.
D	DIVERGENT PRODUCTION:	Generation of information from given information, where the emphasis is upon the variety and quality of answers. This operation is closely related to the creative process.
E	EVALUATION:	Reaching decisions or making judgments concerning the correctness, suitability, adequacy, desirability of information to terms of identity, consistency, and goal satisfaction.

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Karlene George has been engaged in identifying and working with talented and gifted American Indian children for more than a decade. She has taught, administered, and been a consultant in various Native American programs in the State of Washington, and has been a workshop instructor in Washington, Oregon, Montana, and Alaska.

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Karlene George lives on the Port Madison Indian Reservation (Washington) where she and her husband have seven children (natural, step, and adopted).